

# SCHOOL LIFE

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*March*  
1935

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## *IN THIS ISSUE*

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A New Frontier in Education • High School Birthday Party • The White House  
Education in the Virgin Islands • Indian Education • Education Bills Before  
Congress • New Government Aids for Teachers • Educators' Bulletin Board

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*Official Organ of the Office of Education*

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

#### WRITE TO:

The Office of Education,  
U. S. Department of the  
Interior, Washington,  
D. C., for published  
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## SCHOOL LIFE

Congress, in 1897, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.

## FREE CIRCULARS

Teachers and students may secure single copies of many circulars issued by the Federal Office of Education. The list of free circulars includes the following:

Circular No. 28, U. S. GOVERNMENT PUBLICATIONS USEFUL TO TEACHERS OF GEOGRAPHY.

Circular No. 48, U. S. GOVERNMENT PUBLICATIONS USEFUL TO TEACHERS OF SCIENCE.

Circular No. 53, UNIVERSITY AND COLLEGE COURSES IN RADIO.

Circular No. 54, U. S. GOVERNMENT PUBLICATIONS OF INTEREST TO PARENTS AND LEADERS IN PARENT EDUCATION.

Circular No. 56, TESTS IN COMMERCIAL EDUCATION, AN ANNOTATED LIST.

Circular No. 57, CAMPING AND EDUCATION, A BIBLIOGRAPHY.

Circular No. 59, SELECTED AND ANNOTATED BIBLIOGRAPHY ON SCHOOL ATTENDANCE, SCHOOL CENSUS, AND RELATED TOPICS, 1900-1932.

Circular No. 65, SAFETY AND HEALTH OF THE SCHOOL CHILD.

Circular No. 67, STUDIES IN HOMEMAKING EDUCATION.

Circular No. 74, CAMPS AND PUBLIC SCHOOLS.

Circular No. 87, LEGISLATIVE ACTION IN 1933 AFFECTING EDUCATION.

Circular No. 88, KINDERGARTENS IN PUBLIC SCHOOLS.

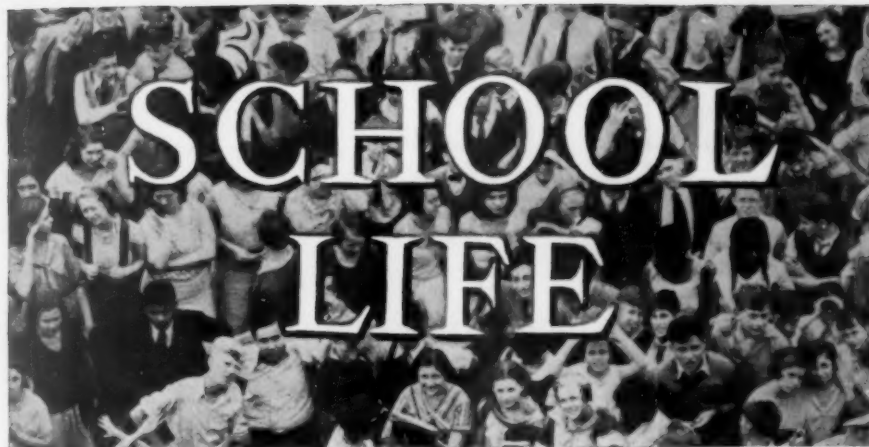
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Circular No. 109, LEGISLATIVE ACTION IN 1933 AFFECTING EDUCATION.

Circular No. 110, EDUCATION OF TEACHERS AND THE FINANCIAL CRISIS.

Circular No. 111, RECENT COURSES OF STUDY FOR ELEMENTARY AND SECONDARY SCHOOLS.

Circular No. 118, SELECTED AND ANNOTATED BIBLIOGRAPHY ON EDUCATION DURING THE DEPRESSION, PARTICULARLY EMPHASIZING ECONOMICS.



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The cover design for this issue of SCHOOL LIFE is a prize drawing by Mr. Robert Hack, artist, in the Pratt Institute School of Fine and Applied Arts, Brooklyn, N. Y. See page 152 for honorable mention drawings.

## Since Last We Met

Commissioner Studebaker has been busy attending hearings of congressional committees. He appeared before the Appropriations Committee to explain the budget for the Office of Education for next fiscal year. He has appeared before both House and Senate committees advocating changes in the economic security legislation as it affects physically handicapped children. Commissioner Studebaker urged that \$10,000,000 be appropriated for use by States in providing education for physically handicapped children.



Publications of unusual interest which have just come to our attention include:

Willingly to School, a fine picturebook showing as pictures only can, how alluring modern schools can be.

This Nation's School Building Needs, a new research bulletin of the N. E. A.

The special tercentenary issue of the Department of Secondary Education Bulletin.

The reprint of a series of articles on the rise of education, by William G. Carr and Charles A. Beard that appeared first in the N. E. A. Journal.



All royalties on The American Way, Commissioner Studebaker's new book on the Des Moines public forum experiment and survey check-up, have been signed over to the American Association for Adult Education. This book, published by McGraw-Hill, will be helpful to anyone interested in planning a forum-type program of meetings.



Eulogies of Dr. Augustus O. Thomas, venerable and lovable secretary of the World Federation of Education Associations, who died suddenly in Washington, D. C., on January 30, may miss the drama of his life. Past middle age, Dr. Thomas took over an obscure committee and built an international organization, the far-reaching importance of which we at this time discern but dimly.



We just received copies of 2 reprints from SCHOOL LIFE: Helps for Teachers, a list of 46 noncommercial agencies which have pictures, posters, maps, periodicals, etc., available for schools free or at small cost; About the Constitution, a list of Government publications on this document. Both reprints are available free on application to the Office of Education.



# The White House

**T**HE White House was the first public building to be erected in Washington, D. C., the cornerstone having been laid on October 13, 1792. A distinguished company of citizens and officials were present, not including President Washington. Major L'Enfant, the French engineer who prepared the plan for the Capital City, selected the site for the White House, and it was approved by the President. The architect was James Hoban, a native of Ireland, who had resided for many years in Charleston, S. C. Hoban superintended the original construction, as well as the reconstruction after the burning by the British, and the later construction of the south and north porticos.

President and Mrs. John Adams were the first occupants of the White House, having moved in before the finish of the East Room interior construction in November 1800. East and west terraces were added during Jefferson's administration.

On August 24, 1814, the home of the President was burned by the British forces which had captured Washington. The fire destroyed the interior of the White House and part of the walls. Reconstruction work began in the spring of 1815, and President Monroe made the Executive Mansion his home in December 1817. In 1824 the south portico was completed. The north portico was finished 5 years later. The east terrace was entirely removed in 1869. No other important structural changes were made until 1902, with the exception of the erection of greenhouses on the west terrace.

## Restoration of 1902

It was apparent, for a number of years prior to 1902, that improvements would have to be made in the White House to insure its structural safety, to furnish additional space in the living quarters of the President and his family, and to provide adequate facilities for official entertaining. Floors of the East Room, the State Dining Room, and the main hall were so weak that it was customary to shore them up during large receptions, for safety.

The Executive Offices occupied the entire eastern end of the second floor, leaving too few rooms on this floor for the ac-

## ★ FACTS ABOUT *Washington's First Public Building, Home of America's Presidents, Supplied by the National Park Service*

*What goes on in the National Capital is a subject of interest and discussion in schoolrooms throughout the Nation. These events mean more if the student or teacher carries a mental picture of the place in which the events occur and its background.*

*Our neighbor agency, the National Park Service, as custodian of practically all Government buildings in Washington, now supervises the places where these national events occur. For SCHOOL LIFE readers the National Park Service has agreed to prepare a series of articles on famous national buildings. The first is on the White House to which an addition has been planned. These articles should prove particularly useful to high-school classes planning visits to the National Capital.*

*Editor.*

commodation of the President's family, and making further expansion of the office im-

possible. The east terrace had been removed, and the basement was given over entirely to rooms devoted to domestic services. Thus the only space available for entertainment was on the main floor, which was inadequate for handling large crowds.

All White House guests had to enter through the main door, sometimes remaining in line exposed to the weather for considerable periods. To prevent interference with the incoming line at receptions, departing guests left the President's home through one of the East Room windows, from which a temporary wooden stairway led to the ground. No cloakrooms existed, and wraps had to be piled in the lobby or in the State and Private Dining Rooms. Finally, the State Dining Room was too small to seat a sufficient number of guests at official dinners, and it was necessary at times to set up tables in the main hall.

To remedy these conditions, Congress, in 1902, authorized the construction of a



Most visitors to the White House enter by this rear door at 1600 Pennsylvania Avenue. The front of the White House faces the Washington Monument.



Newly enlarged Executive Offices adjoining the White House which appears in the upper right background.

new building at the west end of the west terrace to accommodate the offices of the President. The authorization also provided for reconstruction of the east terrace and main floor, to restore the interior as far as possible to what it was planned to be by George Washington.

This restoration made the lower part of the White House structurally sound and adequate for its purposes for many years to come. No further changes were made in the period between 1902 and 1927, except enlargement of the office building in 1910, and fitting up of several attic rooms for possible use as guest rooms during President Wilson's administration.

### Further reconstruction

Neither the appropriation nor the time available for the restoration of 1902 was sufficient to permit of making any major structural changes in the roof, although this had been reported to be in bad condition as early as 1878. As the result of careful investigations and reports which showed the roof to be unsafe structurally, as well as a fire hazard, an appropriation was made in 1926 "for reconstructing the roof, attic, and ceilings of the second story of the Executive Mansion", under the supervision of the Director of Public Buildings and Public Parks of the National Capital.

The work, which was completed on August 6, 1927, comprised removing the old roof (including the third story, or attic) and the ceilings of the second story, and replacing them with new and fireproof construction, using steel trusses and beams, hollow tile roof, and floor arches and partitions, with roof covering of slate and promenade tile.

### Executive offices

By 1934 the work of the President had grown to the point where the Executive Office was far too small to house the necessary personnel. Rooms on the ground floor of the White House and rooms in the State Department Building were used to house the overflow of office forces.

In June 1934 Congress authorized enlargement of the Executive Office. With the advice of the Commission of Fine Arts, the President developed a plan which increased the office space threefold, without an apparent increase in the mass of the building. This was done by excavating the basement and extending it underground beyond the office to the south, putting in a new story in the former attic, and extending the first story to the east in the form of a terrace. The new offices are air conditioned throughout. The work was completed in November 1934.

### As it is today

The White House is located on the south side of Pennsylvania Avenue, between the Treasury and State Department Buildings. Grounds and buildings cover an area of about 16 acres. The buildings consist of the Executive Mansion itself, the east and west terraces or one-story extensions, and the Executive Office.

The main building is about 170 feet long by 85 feet wide. It has four floors. The east terrace is about 350 feet wide and 215 feet long, extending on the east side of the main building. It is used as

[Continued on page 164]



The front door and yard of the President's home. A magnolia tree stands in the foreground of the Executive Mansion grounds.

# High-School Birthday Party

**M**UCH interest has been manifest in the Nation-wide celebration and observance of the three hundredth anniversary of the American high school. The Federal Office of Education recently featured in a weekly radio program broadcast from coast to coast, through the facilities of the National Broadcasting Co., a dramatic presentation of the founding of the Boston Latin School. For SCHOOL LIFE readers we reproduce this popular drama script which may be adapted for local use in auditorium or over the radio, during the tercentenary month or year.

This dramatic sketch is one of four written on episodes marking the rise of the high school by Miss Gladys Schmitt of the Scholastic Magazine staff. The complete series may be obtained by sending a request and remitting 10 cents to the celebration committee of the Department of Secondary School Principals, 801 Chamber of Commerce Building, Pittsburgh, Pa.

ANNOUNCER. 1935 is an important year for American high schools—their three hundredth anniversary. Congratulations should go to the American people who have provided educational opportunity for more young people in their teens than any other nation provides. They have done it. But we must not forget such men as the Reverend John Cotton. He was one of the founders of the Boston Latin School—the forerunner of the present-day high school. Cotton then was a man of courage and foresight. He wanted a school, but some of his fellow townsmen didn't agree with him. The country was bleak. Life was hard. The people were sturdy, rugged, sincere of purpose, and godly of heart. John Cotton was of this stock. But he wanted a school and he got what he wanted. Many of these early pioneers had not yet been convinced that education was necessary. Regardless of the weather, in snow, in rain, and darkness, John Cotton would go from house to house trying to persuade those —[fade out].

GOODWIFE. Nay, now my good husband, thou must not fall asleep.

GOODMAN. Aye? Did I sleep? Well, it would be no great wonder an I did.

## ★ OFFICE OF EDUCATION *Radio Program Features 300th Birthday of the American High School; Dramatic Script Broadcast is Reproduced*

The house grows still of a Thursday evening in wintertime. I think I shall go to bed soon —

GOODWIFE. Nay, not yet. Thou hast forgotten. Last Sabbath at meeting —

GOODMAN. Comes he here again?

GOODWIFE. Aye, again, and again, and yet again. In truth, husband, he hath the Christian virtue of steadfastness. Not rain, nor snow, nor frozen roads, nor a black night—nay, not even thy discourtesy—can keep him from the door.

GOODMAN. Thou sayest a harsh word, my wife. When was I discourteous—nay, now truly discourteous—to the Reverend John Cotton?

GOODWIFE [laughing]. Oh, mayhap some 15 times—not more, I'll say out of charity to thee, but 15 at the least. Every time the Reverend John Cotton bespeaketh thee of books and schoolmasters and such, then thou speakest him discourteously.

GOODMAN. Always on his side! Thou wast always on his side, prating with him of books and learning and law and bloodletting and such. What needest thou of law and bloodletting? Thou'rt born to scrape pans and turn the wheel. Thou'rt nimble enough at these things, and, as thou art, without books, I like thee well —

GOODWIFE [sighing]. Aye, not for me. As thou sayest, Goodman, I am a woman, and these things are not for me. But our sons, and the sons of our sons who will come after us—these be men. Wilt thou that they live forever in a wilderness, without the reading of a book, nay, not even God's Book?

GOODMAN. No matter what thou sayest —

GOODWIFE. Prithee, hush, Goodman. Saw you not his light crossing the sill? He and his lantern come even now. [A knock.] Presently, Reverend John Cotton, presently. Go you to the

door, husband mine, 'tis more courteous so.

REVEREND JOHN COTTON. Good evening to you, Goodman. A good evening, Goodwife. Your fire is warm tonight, and the house hath a pleasant air of peace. Well, peace be with ye both, now and forever.

GOODWIFE and GOODMAN. And with you, Reverend Cotton.

REVEREND. Amen, amen. Nay, Sister, I'll keep my hat by me. I have been on many visits afore this, and I go on many more tonight, to all the men of the town council. I have come to say but the least word —

GOODWIFE. Well, set thy feet to the hearth, and say it with cheer.

REVEREND. The other elders, all save thee, Goodman, will earnestly that we have a Latin school in this colony of Massachusetts in this city of Boston, in this year of our Lord, 1634, and that we build it at once and speedily. Goodman, I come to ask thee out of God's grace that thy vote will say "Aye" to this matter at the next meeting.

GOODMAN. I cannot promise thee.

REVEREND. Still sayest thou that? Wherefor?

GOODMAN. Prithee, hear me, Reverend Cotton. Once and for all time, let me unburden myself on this matter, and then I will keep silence —

REVEREND. Do thou so, do thou so, provided that afterwards I may have my word in answer to thee.

GOODMAN. These lads of ours—thou wouldst give them Latin and learning and such. To what purpose? Wherefor? Go they into any strange country where no man speaks save in Latin? Look you, they have had no Latin school these 15 years in Massachusetts. Still they grow, these sons of ours, they wax strong, they chop logs, they build cabins, they grow the Indian corn. Need they Latin for



this? Do they hunt in Latin forsooth? Learn they to love God in Latin? Learn they in Latin to obey their betters, to shoot a straight ball of lead, to till a field—

GOODWIFE [remonstrating]. Goodman—

REVEREND [laughing]. Nay, Goodwife, let him say his fill.

GOODMAN [sulkily]. I have done.

REVEREND. Prithee, then, hear me. I will ask thee some questions for thine answering. Raise we our sons to be straw dolls, such as the Indians make, without thought behind their brows? Lo, this whole wilderness, no man knoweth how far it reacheth, and nowhere in it a school to teach the young—

GOODMAN. Mine own son groweth great bones and a steady hand without Latin.

REVEREND. And he obeys thee, I have no doubt.

GOODMAN. Aye, Reverend Cotton, he obeys me, and he loveth his God, and he obeys thee, too.

REVEREND [laughing]. Better than thou doest, in truth, Goodman, better than thou doest. But wantest thou his blind obedience? Doest want him to obey thee out of dull-wittedness, for that he hath no mind of his own?

GOODMAN [thoughtfully]. Nay—

REVEREND. Nay, thou wouldst not have such dull obedience, nor would the State. Are we, who came across seas to be free, to obey another tyrant because we have no eyes, no thought, no powers behind the forehead?

GOODMAN. Nay—

REVEREND. Our English sovereign desires the assent of our knowledge, not the blind, hating obedience of our ignorance. Are we slaves or free men?

GOODMAN. Free men, by the grace of God.

REVEREND. Speak ye of God? Think ye that He, whose intelligence wrought the universe, desires of us the dumb love of cattle and sheep? Think ye that He

who made us with eyes to see, aye, and with a brain behind the brow, desires that we assent to His commandments as the ox assents now this way, now that? Nay, Goodman, nay, Goodwife, else He had made us, like to the cattle, dumb. How far surpasseth that love which knoweth all things—the multitudinous stars, the marvels of God's word, the history of God's world as it was before us—

GOODWIFE. He saith truth, husband.

GOODMAN. Aye, the Reverend John Cotton saith truth. And thou and I, wife, are we as cattle then?

REVEREND. Nay [laughing], thou hast taken the matter too far, not as cattle, but as God's fair children who walk upright and have power to fix their eyes upon the stars. Thou like all of us, hast set thy feet a little too heavily into the earth of this wilderness and forgotten the stars, mayhap. But that sturdy son of thine will come in good time, with learning, to release thy feet from the sods, tooint thine eyes upward, and to teach thee to sing a more perfect song unto the Lord—

GOODWIFE. So shall we hope, Reverend John Cotton.

REVEREND. Hope? Nay, 'tis a certainty. Say but a good loud "aye" at the meeting, Goodman, and e'er this year be gone, the Boston Latin School, the first to bloom in this wilderness, will be beautiful amongst us. Then shall the townsmen of Boston obey the State in the freedom of knowledge and love God with the richness of understanding. Until that day, God give us courage and peace. I must be off now. God be with thee, Goodwife and Goodman.

GOODWIFE and GOODMAN. And with you, worthy sir, and with you.



ANNOUNCER. What a remarkable change has wrought since the founding of that first small school in Boston 300 years ago. A school—a Latin school—and the struggling colony was only 15 years old. But from that seed planted in Massachusetts grew the American high school, and it has been spread and cultivated like a precious plant throughout our country. It has spread until there are today more than 26,000 high schools in America. And these 26,000 high schools serve more than 6,000,000 boys and girls. Three hundred years of unflinching service. This is an achievement greater than winning a war. Let us celebrate the three hundredth birthday of the American high school.

[Band fade up.]

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## A New Frontier in Education

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**T**HE training program of the Tennessee Valley Authority has three centers, Norris Dam, Wheeler Dam, and Pickwick Dam. The program at Norris is typical of what is to be done at the other centers when conditions make it more possible. The little town of Norris, Tenn., is located about 4 miles from Norris Dam and about 25 miles northwest of Knoxville. It is a permanent community of economical and attractive houses, electrically equipped, constructed by the Authority to house the families of the workers. The bunk-houses for single workers are semipermanent structures which may be used in the development of small industries after the dam is completed.

Other features of the town of Norris are the community cafeteria operated by the T. V. A., and the community hall where the library, post office, gymnasium, and auditorium are the centers of the public life of the town. Popular programs of recreation and education are conducted in the evenings under the direction of the training section of the Authority. For weeks ahead every evening is booked with an attraction of interest to the 2,500 persons who make up Norris population. Monday evening is reserved for a general public program of lectures or addresses, concerts, or plays. Entertainment films are shown every Tuesday. Wednesday provides an educational film dealing with the natural or social sciences. Every Wednesday, also, a group meets under the auspices of organized labor to discuss economic questions; these discussions were arranged because of the request of the men themselves. The community forum meets every Thursday for general discussion. Friday evening is reserved for intermural sports and for organized labor meetings. Dancing and motion pictures are provided for Saturday nights.

The Tennessee Valley Authority proposes to prepare its workers and their families, and through them many others for the opportunities that the proper economic development of the region will bring. Dr. Floyd W. Reeves, Director of the Personnel Division, states:

The training section of the Personnel Division is responsible for a number of functions. It provides further training in the vocation in which the individual

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### ★ PICTURE of an Undertaking of Impressive Magnitude—the Tennessee Valley Authority and Its Training Program—By George F. Gant

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is already employed. It gives an opportunity for employees to explore vocational possibilities and secure assistance in preparing for suitable vocations. It provides a broad training for basic rural occupations, including in addition to those commonly associated with agriculture, those occupations and trades which may relate to a coordinated development of agriculture and industry. It fosters a general education and community program for employees and their families.

The training program at Norris and at the dam is closely connected with the service operations and with the construction jobs, thereby taking active advantage of the principle—"learning by doing", and giving the trainees practical experience as well as instruction in theory. Employees work 5½ hours a day for 6 days a week; there are four labor shifts and the training schedule is so arranged that those working on any shift may have

training opportunities. The shops, used for service work and training, include automotive, electrical, machine, wood-working, and construction materials. Instruction is offered to skilled workers who want to develop greater ability in the trade in which they are already employed, to semiskilled employees who wish to prepare for high levels of skill, and to those who would like to gain a broad general knowledge of various phases of industrial work.

In addition to the service shops, the T. V. A. operates a dairy farm, a poultry farm, and a town garden. Besides supplying produce to Norris, these centers are used for training in proper agricultural techniques. All participation in the training program is voluntary.



View of Norris Dam, one of the three centers of the Tennessee Valley Authority training program.



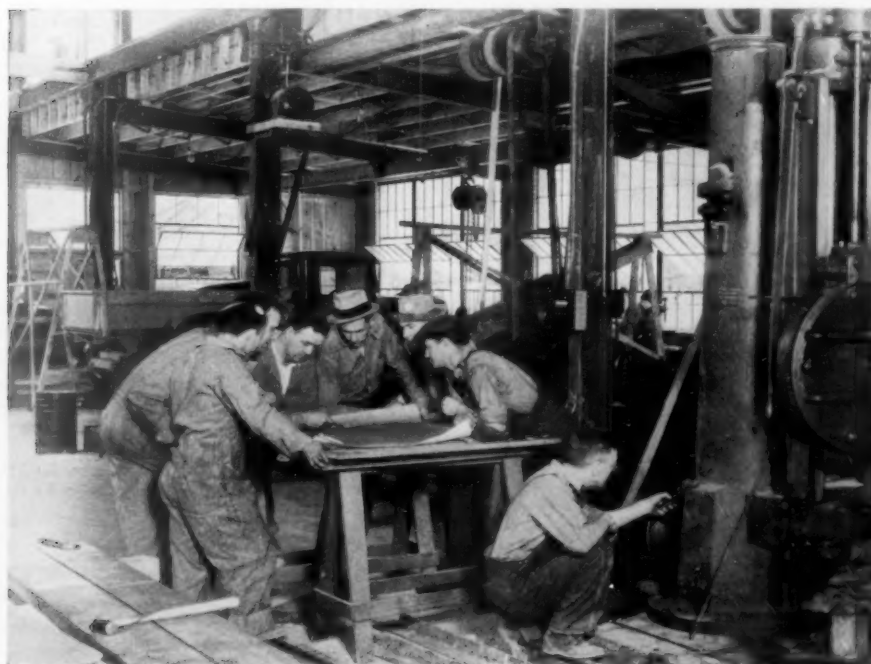


T. V. A. workers in a T. V. A. Library.

A very important phase of the training program at Norris is an arrangement whereby groups of carefully selected members of the general construction crew at the dam are allowed to rotate every 5 weeks for experience and training in about 10 different types of work. Such opportunities are offered in electricity, carpentry, pipe fitting, rigging, machine shop, crusher plant, mixing plant, quarry work, track, and concrete carrying. Very

frequently men so trained are given positions as job foremen.

While the dams are being built, a large area above each one must be cleared for the huge reservoirs to be created. The reservoir behind Norris Dam, for instance, will have a shore line of about 800 miles. The reservoir clearance project offers an additional opportunity for training. In the upland regions of the Tennessee Valley, a short-sighted forestry policy, misuse



Training in one of the many T. V. A. Shops.

of land, and poor farming methods have caused much soil to be washed away, removing permanently from agriculture millions of acres of land. To remedy this situation, men employed in one of the reservoir clearance areas will be trained in projects linked up with their homes. The laborers, in the first place, will be selected from farms and communities contiguous to the project so that they can live at home. In the second place, they will be given employment only three days a week, so that three days may be used for training. Instruction will be given in the home itself; it will have as its objects proper home management, correct farm practice, and far-sighted forestry policy.

President Roosevelt, in his message to Congress of January 24, 1935, clearly stated the basic problem of education in modern life:

Men and nature must work hand in hand. The throwing out of balance of the resources of nature throws out of balance also the lives of men. We find millions of our citizens stranded in village and on farm—stranded there because nature cannot support them in the livelihood they had sought to gain through her. We find other millions gravitated to centers of population so vast that the laws of natural economies have broken down.

If the misuse of natural resources alone were concerned, we should consider our problem only in terms of land and water. It is because misuse extends to what men and women are doing with their occupations and to their many mistakes in herding themselves together that I have chosen \* \* \* to use the broader term "national resources."

Such critical social examination has produced a new frontier for American education, a frontier in a field of great promise, just now realized as an opportunity for educational expansion. This new frontier has two outposts; the educational program of the Civilian Conservation Corps, by which thousands of young men are being given an opportunity to find themselves socially and vocationally, and the training program of the Tennessee Valley Authority. It is the latter outpost which now draws our attention.

The Tennessee Valley Authority is an undertaking of impressive magnitude, in the size of the area involved, the work projects to be accomplished, and the number of people to be affected by the development. The area includes an expanse of 40,000 square miles, 700 miles long and approximately 50 miles wide. Two and one-third millions of people live in the watershed, and 6,000,000 reside within the area to be affected by the Tennessee Valley development. It is to take advantage of the opportunities offered by the Tennessee River system that the Authority was delegated to build dams and power plants, to control floods, to generate power and develop

[Continued on page 156]

# SCHOOL LIFE

VOL. XX



NO. 7

ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
By the UNITED STATES DEPARTMENT OF THE  
INTERIOR, OFFICE OF EDUCATION † † † †

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SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, Education Index, and is recommended in the American Library Association's "Periodicals for the Small Library."

MARCH 1935

## THE OLDER VIEW IS PASSING

[Guest Editorial]

My fourth observation relates to the old educational theory which holds that full precise knowledge must be acquired before anything further can be done about it. For instance, in music one must learn all the notes, time, and scales before attempting a tune; in art, the knowledge of perspective and the technique of drawing and copying, before an attempt can be made at composition; and in engineering, all the mathematics through calculus and all the fundamental physics before making a serious attempt at constructive thinking. If one spends too many years merely in getting ready, however, his mind becomes regimented; freedom of thought disappears; the creative spark is extinguished.

This older view is passing, thank Heaven! There is little to be said for it apart from the Spartan torture which it inflicts. In the newer and saner approach the different phases of learning are developed together. In music, for instance, the child starts immediately on a tune, and discipline and precision are developed conjointly with his ability to play; and the plan works. In art the case is quite as striking. On my learning

that for 10 years, excepting 1, some student of the Yale School of the Fine Arts had received the coveted Prix de Rome, I inquired regarding the teaching method. I learned that on the first day a student enters the department of painting he is started along two parallel disciplines; he is given a simple problem in creative composition and is started on the elements of factual representation. These disciplines are thus continued with decreasing time upon factual representation and correspondingly increasing emphasis upon creative composition. Ultimately the two are merged. In engineering the same general principle should be followed. For example, when a new principle of physics is taken up, its implications should be explored by the student. He will not be able to go very far the first time, or the second time. Guiding the student in this is to the teacher a long, dreary process, but there is, to my knowledge, no other way of accomplishing the purpose. While the old idea referred to above still persists in most teaching of basic science, one looks forward hopefully

to a time when more thinking may be done in the early stages and when there will be less rush merely to cover ground.

Excerpt from Readjustment of Policy and Program in Engineering Education. Robert E. Doherty, dean, School of Engineering, Yale University. *Journal of Engineering Education*, vol. XXV, no. 1, September 1934.

## THE PRESIDENT'S PICTURE

Thousands of requests for the President's photograph and December SCHOOL LIFE have reached the office of the Superintendent of Documents, Government Printing Office, Washington, D. C.

This issue of SCHOOL LIFE, with the free photograph insert, has been most popular. Pupils and students have written for copies. School board members have ordered them. Secretaries of State education associations have placed bulk orders. Teachers, principals, superintendents, librarians, and parents of school children have sent in dimes for the picture.

Additional copies of December SCHOOL LIFE at 10 cents per copy, with the free photograph insert, are still available.

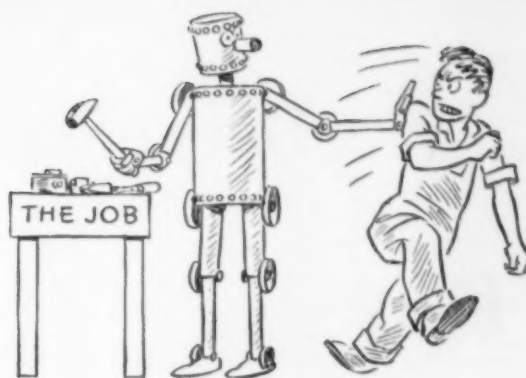
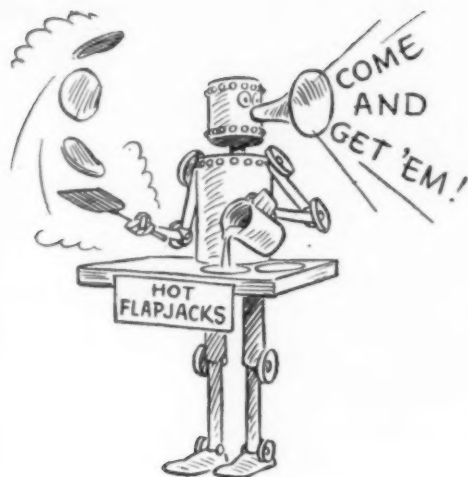


★ THE cover design for this issue of SCHOOL LIFE is another prize drawing submitted to the Federal Office of Education in the SCHOOL LIFE cover-design contest. The design on Apprentice Education entitled "Evolution of Printing" was drawn by Robert Hack, Pratt Institute, School of Fine and Applied Arts, Brooklyn.

The composite picture above shows designs receiving honorable mention, the work of [1] Roby Ann Nelson; [2] Richard Geraigery; and [3] Hortense Hoyer.

Competition in the Pratt Institute School of Fine and Applied Arts was carried on under the direction of James C. Boudreau, Director, and John Petrina, Instructor in Design.

January SCHOOL LIFE carried the first winning cover design, the Boston Latin School, whose 300th anniversary has prompted the celebration of the Tercenary of Secondary Education in the United States this year. February's cover design contest featured "Athletics in the School." Future issues will carry other prize winning designs.



## You and Machines

THIS is the first of a series of pamphlets on social and economic questions which are being prepared under a grant from the General Education Board to the American Council on Education. The series aims to supply the need for readable material for workers' and adult education classes, as well as for high school social science classes.

Written by Professor William F. Ogburn, Ph. D., of the University of Chicago, one of America's most eminent sociologists, this 55-page pamphlet presents in simple and interesting fashion the changes in our economic, social, and political life which have resulted from machine production. There are 26 unique illustrations by Fred G. Cooper.

Further information regarding this pamphlet may be obtained from the American Council on Education, 744 Jackson Place NW., Washington, D. C.





# Opera Nazionale Dopolavoro

**T**HE Opera Nazionale Dopolavoro, O. N. D., or simply Dopolavoro,<sup>1</sup> might be called the National Leisure Time Society of Italy since "Dopolavoro" is made up of the two words "dopo" meaning after, and "lavoro" meaning work. By law its purposes are to (a) promote a sound and profitable employment of the leisure hours of intellectual, and manual workers through institutions capable of developing their physical, intellectual, and moral capacities, and (b) provide for the increase and coordination of such institutions, furnishing them with all assistance and, where appropriate, promoting the incorporation thereof.

It is somewhat like the Young Men's Christian Association but infinitely wider in scope and has behind it all the power and resources of the Fascist government of which it is an organic part. Its membership totaling over 2,108,000 in 1934, is drawn from the entire wage earning adult population, women as well as men. The majority of industrial and office workers now belong and the principal field for expansion is among the 8,000,000 agricultural workers. Dues are very low, 4.50 lire (40 cents) a year.

Dopolavoro is under the immediate control of the Fascist party. The structure of the central organization at Rome is shown on this page.

The provincial sections are organized after the model of the central body and this organization repeats itself down through the smaller towns and communities. The income of the central organization in 1933-34 was 12,789,687 lire (\$1,139,561); its expenditures, 11,247,760 lire (\$1,002,175). The budgets of the smaller units are not available.

The activities of Dopolavoro are in four major sections—physical education, artistic education, instruction, and social assistance. The physical education program is under the direction of two organizations affiliated with Dopolavoro, the Central Sports Commission (C. C. S.)

<sup>1</sup> Because of limited space, this report has been shortened for SCHOOL LIFE use by Dr. James F. Abel, Chief, Foreign School Systems Division, Office of Education.

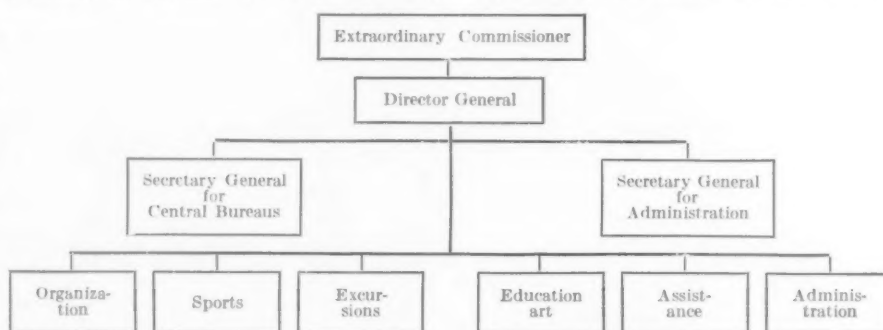
## ★ A REPORT by Randolph Harrison, Jr., Third Secretary of the American Embassy at Rome, on Italy's National Leisure Time Society

and the Italian Federation of Excursions (F. I. E.). Federated under the C. C. S. are the different sports societies, such as the Federation of Rowing, Federation of Basket Ball, etc., which are composed of networks of clubs extending throughout the land for each kind of sport named. It works with the National Olympic Games Committee, the athletic divisions of the Balilla, and the National Fascist Militia to prepare and promote national sporting events and policies.

C. C. S. promotes local and national contests in popular sports and games,

pine resort. At Rome are tennis courts, gymnasiums, and athletic fields, and a splendid stadium and swimming pool built by the Fascist party. Other important centers in Italy are no less well equipped.

F. I. E., like C. C. S., is a federation of societies and clubs. Such sports as skiing, hiking, and cycling, and volunteer reforestry in connection with skiing and hiking trips are in its activities. Skiing, a comparatively new sport in Italy, has been developed to such an extent that 170 important events were held in the winter



The Central Organization at Rome

among which boat, swimming, and cross-country races, rope-pulling contests, and various kinds of ball games find special favor. It endeavors to provide for both city dwellers and countrymen, and takes pains to arrange less strenuous activities for the diversion and physical improvement of its maturer members. Systematic instruction is given in gymnastics, calisthenics, hygiene, boxing, fencing, etc. Diplomas of proficiency are awarded and prizes or medals are given to winners of championships. On account of the excursion facilities at the disposal of Dopolavoro, participants and spectators may be assembled for sports events at any point in Italy. A national swimming contest may be held at Naples; boat races on Lake Garda; or ski contests at an Al-

pine resort. At Rome are tennis courts, gymnasiums, and athletic fields, and a splendid stadium and swimming pool built by the Fascist party. Other important centers in Italy are no less well equipped.

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of 1933-34, and it was estimated that not less than 200,000 members of Dopolavoro took part. Among the principal facilities offered by F. I. E. are:

1. Fifty percent reduction on week-end round-trip tickets, third class, for groups of not less than five persons, on all the State railways.
2. Similar reduction to the above without any time limit for groups of 50 or more persons.
3. Thirty percent discount for all classes of railway accommodations.
4. Discounts on tram lines and motor busses.
5. Special reductions in fares on steamship lines on the sea and on the Italian lakes.
6. Free entry into all the museums, galleries, and national monuments.

[Continued on page 164]

# Education in the Virgin Islands

**T**HE CIVIL Administration in the Virgin Islands, which began with the transfer of the islands from the Navy Department to the Department of the Interior early in 1931, has effectively advanced the status of education.

Education has taken a larger place in the activities of the government. Appropriations, both Federal and municipal, for educational purposes have increased from \$90,000 in 1927 to \$113,000 for 1934. The Governor and staff members have contributed service in the teacher-training and adult-education programs in the islands.

The vocational institute was founded in the spring of 1932 in St. Croix. Of the 10 members of the entering class, 8 were graduated in 1934. The institute, a boarding school, has had as its aim the preparation of a select group of boys as the civic and occupational leaders of the islands. Greater emphasis is placed on the teaching of agriculture than on other offerings, for St. Croix is chiefly agricultural, and the majority of opportunities for the graduates will be found in this field.

Boards of education are designated as boards of appeal, but in the past three years all matters pertaining to the advancement of the educational program have been presented to them and the advice and suggestions they have offered have made the groups invaluable to the Department of Education as an advisory council.

The development of an adult educational program, in four centers where the schools have been used for the class meetings, has encouraged adults to use the buildings for many other purposes. Agricultural clubs, labor unions, and church organizations frequently use the schools for their meetings. Radio broadcasts and the parent-teacher associations have offered means by which principals have drawn to the school parents and friends.

Teachers associations existed for several years in the two larger islands. In 1933 an organization of an association was achieved and the association has been actively engaged in improving the status of the teacher and cooperating with the administrative officers in improving education generally.

## ★ GOVERNOR PAUL M. PEARSON *Describes Increased Functions and Reports Advanced Status of Islands' Schools; Concluded in April School Life*

Teachers in many schools were able to gain the support and interest of parents in meeting frequently to discuss the problem of the home and school. The teachers were active in the promotion of these associations but have now withdrawn from the conspicuous positions they were forced originally to hold. The associations have done a great deal to develop in many of the people a social consciousness and a sense of parental and civic responsibility.

Three successful Jeanes teachers were secured through the Jeanes' Foundation to aid in school supervision and community improvement. They have worked through the school to get to the home. Cooperating with the Public Welfare Department and the Homestead Commission they have succeeded in improving conditions.

Many of the teachers of the islands had never completed the work of a secondary school; recognizing this, the summer schools were organized to correct these

deficiencies. Emphasis was placed on content rather than on method courses. The attendance the first two years was surprisingly high. With only 124 teachers in service, 144 persons attended the school of 1931, and 250 persons attended in 1932. In 1933 about half of the actual teaching staff attended the classes.

Some of the courses offered during these summer sessions were continued in the fall by members of the high-school faculty. At the present time, under the adult education program, several courses are open to teachers and many are taking advantage of them.

### Adult education

In the spring of 1934 an adult program was carried on in three centers for a period of 12 weeks. It was successful from an enrollment and attendance standpoint. Certain of the courses listed were open lectures and so we have no figures as to actual attendance, but it is believed that 1,500 persons benefited from the work offered. The total enrollment was 1,165. The program included classes in home management, reading, public speaking, botany, music appreciation, citizenship, health and sanitation, arithmetic, vocal and instrumental music, geography, agriculture, sewing, infant care, and history.

Through funds provided by the Federal Emergency Relief Act classes were reopened in four centers in October. New courses include rope plaiting, basketry, cooking, canning and preserving, Spanish, bookkeeping, shorthand, needlework, painting, commercial law, and printing. Forty classes meet twice a week with 1,162 students enrolled.

The Public Works departments in the two municipalities have cooperated well with the Department of Education in constantly repairing and improving the old structures used as schools. Funds

*[Continued on page 162]*

**P**UBLIC Education in the Virgin Islands is the title of a new bulletin just issued by the Federal Office of Education. The publication, prepared by Mrs. Katherine M. Cook, Chief, Special Problems Division in the Office of Education, tells about the social and economic conditions influencing education in the islands, school administration and organization, the curricula of the island schools, facts about the teaching staff, health program, enrollment, attendance, school buildings, and public libraries in the Virgin Islands. The bulletin, price 10 cents, may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C.

## A New Frontier in Education

[Continued from page 151]

fertilizers, and to carry on other projects of economic significance, such as reforestation and soil erosion control. This program of economic planning and development President Roosevelt has appropriately termed "a return to the spirit and vision of the pioneer."

The Tennessee Valley Authority has one dam, the Wilson Dam at Muscle Shoals, Ala., now producing power. Three other dams are being constructed: Norris Dam, eastern Tennessee; Pickwick Dam, western Tennessee; and Wheeler Dam, northern Alabama. The construction and maintenance work on these dams, the reservoir clearance projects and related work require a technical and labor employment of 12,500 men. The leisure time of these men offers the Tennessee Valley Authority its opportunity and the responsibility of providing a training program.

The employees of the T. V. A., save for the professional and technical classes, are residents of the valley. One hundred and fifty thousand applications for positions have been received. Forty thousand men were given an examination to determine occupational proficiency, mechanical aptitude, and intelligence. Upon the basis of these tests, together with the judgment of personal interviews, the men were classified for employment. The T. V. A. is not regulated by the Civil Service Commission but it has developed a civil service policy of its own. Strict adherence to selection for merit has created a sense of confidence and respect in the men which has been heightened and maintained by careful consideration of the rights of labor.

The Social and Economic Division is not directly connected with the training program, but indirectly it has important educational functions. The Division's first charge is to provide sound information upon which policies may be formulated on such emergency problems as the transfer of families from reservoir areas, educational opportunities for employees and commercial facilities. In the second place, the Division's function is to anticipate the problems involved in long-time planning and to formulate plans for their solution through research. Already the Social and Economic Division has collected a large amount of data concerning local situations in the valley, all of great importance in framing educational policies. The studies are made in the fields of government, education, sociology, and economics. Typical reports have been made on the equalization of educational opportunities, health instruction, rural migration, squat-

ter tenant farmers, home ownership, and the effect of closed schools on adolescent children.

The social implications of the T. V. A. training program, this outpost of education's new frontier, are tremendous. A definite step has been taken in the recognition of the necessity of proper human adjustment in society, as well as efficient economic organization. Already results are manifest in the attitude of enthusiasm tempered with a sense of confidence and well-being. In spite of the newness of the project, and the lack of precedent behind it, there is a satisfying feeling of stability permeating the region. Another result beginning to be apparent is that of a more satisfactory adjustment of the individual in the social and economic structure. The success of the T. V. A. training program will stimulate new advances into the educational frontier which, I have no doubt, will prove of equal satisfaction, and when the coordination of these several outposts has been accomplished, education will have proved its capacity in forming the bulwark to American democracy.

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## Measurement Today

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PART IV of the Report of the Commission in the Social Sciences has been issued recently. It is Tests and Measurements in the Social Sciences (Chas. Scribner's Sons). This report describes several test construction projects in regard to the social studies and also gives the view of leaders in the social studies and also of psychologists regarding the possibilities of measurement in this area.

This volume is instructive in several ways. In the first place it describes certain new attempts in measuring aspects of social studies instruction. It is worth while, from this standpoint alone, for those who are interested in measurement in this field. However, an equal, if not greater contribution of the volume lies in the issues regarding testing in this field which are discussed.

There is argument which will gladden the hearts of those who believe that testing cannot reach the outcomes of social studies instruction. The principal arguments advanced are two: (a) That the value in the social studies lies in the effect on the life of the individual after he leaves school or several years after the instruction, or (b) because the day by day values of the instruction are so complex or so

abstract as to defy being pinned down by any measurement device.

There is also, on the other hand, in the volume an excellent appraisal of these claims of the social studies antitesting proponents from the standpoint of the psychologist and also an analysis of the total situation. Appendix I called "A Divergent Opinion as to the Function of Tests and Testing" is, in the opinion of the writer, an excellent statement of their view. In this appendix is found the important reasoning and conclusions of this volume. As a typical example of the kind of appraisal found in this appendix we offer the following excerpt:

"The opponents (opposed to testing in the social sciences) assert that objective tests can only measure the mechanical aspects of instruction and achievement.

"With this we unqualifiedly disagree. Any aspect of instruction subject to appraisal by teachers (and we affirm that all other aspects are pot shots in the dark and unworthy of being a part of recommended practice, but only being objects of investigation) is ordinarily more accurately appraised by the consensus of several teachers or associates than by one; is more accurately appraised when judgments of these several are carefully combined into an average than when lumped together by 'general impression'; and frequently is demonstrably more accurately appraised by tests of one sort or another than by the judgments of teachers and associates, even though two or three such judgments may be involved. These statements hold 'on the average' for of course occasionally some single person's hunch will strike closer to the truth than any corresponding objective measurement, however refined, for complete universal accuracy is never to be expected.

"In general the progressive lessening of the reliability of tests as the field of measurement moves from the mechanical to the spiritual aspects of a subject is granted, but it is probably not as great as the corresponding decrease in the reliability of teachers' judgments. \* \* \* The teacher claiming a unique and divine insight as to some characteristic of a pupil is clearly not subjecting himself to test, and equally clearly is making a claim that cannot be accepted by another as valid except it be taken on 'authority.' The first and greatest need in connection with modifying pupils with respect to some 'higher' aspect is knowledge of the certainty with which various techniques—teachers' judgments, tests of various sorts, etc.—indicate the existence of, or the amount of, these higher traits in pupils" (pp. 490-491).

DAVID SEGEL



# Educators' Bulletin Board



## Meetings

- AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. Philadelphia, Pa., April 5 and 6.
- AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS. Raleigh, N. C., April 16-18.
- AMERICAN PHYSICAL EDUCATION ASSOCIATION. Pittsburgh, Pa., April 24-27.
- ASSOCIATION OF AMERICAN PHYSICIANS. Atlantic City, N. J., May 7 and 8.
- CLASSICAL ASSOCIATION OF NEW ENGLAND. Andover, Mass., March 29-30.
- EASTERN ARTS ASSOCIATION. Philadelphia, Pa., April 10-13.
- EASTERN ASSOCIATION OF PROFESSIONAL SCHOOLS FOR TEACHERS. New York, N. Y., April.
- EASTERN COMMERCIAL TEACHERS ASSOCIATION. Philadelphia, Pa., April 17-20.
- FIFTH ANNUAL CONFERENCE ON TEACHER EDUCATION. Terre Haute, Ind., April 26-27.
- GEORGIA EDUCATION ASSOCIATION. Macon, April 11-13.
- INLAND EMPIRE EDUCATION ASSOCIATION. Spokane, Wash., April:  
Council of English.  
Council of Psychology and Education.
- KENTUCKY EDUCATION ASSOCIATION. April 11-13.
- MEDIEVAL ACADEMY OF AMERICA. Boston, Mass., April 27.
- MICHIGAN SCHOOLMASTERS CLUB. Ann Arbor, April 26.
- NATIONAL ASSOCIATION OF COLLEGE WOMEN. Washington, D. C., Easter week.
- NATIONAL ASSOCIATION OF COLLEGIATE DEANS AND REGISTRARS IN NEGRO SCHOOLS. Washington, D. C., Mar. 27-30.
- NATIONAL ASSOCIATION OF PENMANSHIP TEACHERS AND SUPERVISORS. New York City, April 4-6.
- NATIONAL CATHOLIC EDUCATION ASSOCIATION. Chicago, Ill., April 23 and 24.
- NATIONAL FEDERATION OF MUSIC CLUBS. Philadelphia, Pa., April 24 to May 1.
- NATIONAL FIRE PROTECTION ASSOCIATION. Atlanta, Ga., May 14.
- NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. Chicago, Ill., April 10-13:  
Commission on Institutions of Higher Education.  
Commission on Secondary Schools.
- NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS. Spokane, Wash., April.
- TENNESSEE COLLEGE ASSOCIATION. Nashville, April 17 and 18.
- WEST VIRGINIA ASSOCIATION OF SECONDARY PRINCIPALS. Charleston, April.
- WESTERN ARTS ASSOCIATION. Chicago, Ill., April 3.
- WESTERN PENNSYLVANIA BRANCH OF THE PROGRESSIVE EDUCATION ASSOCIATION. Pittsburgh, Pa., April 12 and 13.
- WISCONSIN ASSOCIATION OF SCHOOL BOARDS. April.

## Recent Theses

THE Federal Office of Education receives many doctors' and masters' theses in education. A list of the most recently received theses which may be borrowed from the Office of Education Library on interlibrary loan follows:

AVANT, HILDA. A bibliography of Government publications helpful to history teachers in secondary schools. Master's, 1934. George Washington university. 59 p. ms.

BEDELL, RALPH C. The relationship between the ability to recall and the ability to infer in specific learning situations. Doctor's, 1932. University of Missouri. 56 p.

BOND, ELIAS A. The professional treatment of the subject matter of arithmetic for teacher training institutions, grades 1 to 6. Doctor's, 1934. Teachers college, Columbia university. 315 p.

CHENEY, RAY E. Equipment specifications for high schools: their use and improvement: a new approach. Doctor's, 1934. Teachers college, Columbia university. 87 p.

COLEMAN, JOHN B. Present practice and opinion in the teaching of physics in the public schools of the United States. Master's, 1934. Boston university. 80 p. ms.

JOHNSON, ALVIN W. The legal status of church-state relationships in the United States with special reference to the public schools. Doctor's, 1934. University of Minnesota. 332 p.

KAFFER, FRED C. The instructional staff and supervisory program of the elementary schools of a city in New York State. Master's, 1934. Syracuse university. 173 p. ms.

LAMEK, JOHN E. Music instruction in Catholic elementary schools. Doctor's, 1933. Catholic university of America. 91 p.

MILLS, EDITH S. A course of study in parent education for use in a medical clinic. Master's, 1934. George Washington university. 72 p. ms.

MOONEY, MARY C. A partial survey of the commercial clubs in the senior high schools. Master's, 1934. Boston university. 60 p. ms.

MORSE, HENRY. A quantitative judgment study of curricula needs in secondary education. Master's 1934. Syracuse university. 100 p. ms.

RUTH A. GRAY

## New Books and Pamphlets

### Motion Picture Appreciation

How to Judge Motion Pictures, a pamphlet for high-school students, by Sarah McLean Mullen. . . also How to Organize a Photoplay Club. Pittsburgh, Pub. by Scholastic, The National High School Weekly [c1934] 60 p. 25 cents.

Prepared for members of high-school photoplay clubs. It develops critical appreciation and indicates how this activity may be correlated with English and the social studies.

Photoplay Appreciation in American High Schools, by William Lewin. A publication of the National Council of Teachers of English. New York, D. Appleton-Century Co. [c1934]. 122 p. (English monograph no. 2.) \$1.

Shows how the procedures of the English class can gain in effectiveness through the use of the photoplay.

## Adult Education

Suggestions in Community Drama for the Enrichment of Adult Life, prepared by the National Recreation Association. Washington, D. C., The National Commission on the Enrichment of Adult Life [1934]. 18 p. 5 cents.

Suggestions for the educational and recreative use of leisure time through the drama.

Education and the Worker-Student, a book about workers' education based upon the experience of teachers and students, by Jean Carter and Hilda W. Smith, New York, Affiliated Schools for Workers, inc., c1934. 72 p. 25 cents.

A suggestive outline for teachers and administrators of workers' education projects.

## War and Peace

The Story of the Paris Pact, for students of the higher citizenship, by Arthur Charles Watkins. Washington, D. C., National Capital Press, 1934. 149 p. (3d ed.) 15 cents.

Gives the story of the origin and conclusion of the pact and the first 5 years of its application to world problems.

Arms and Munitions, comp. and ed. by Joseph H. Baccus. . . New York City, Noble and Noble, Publishers, Inc. [c1935]. 198 p. (University Debater's Help Book, vol. 1.) \$2.

A handbook to help the debater cover the field of arms and munitions, includes an analysis of the question and extensive bibliographies.

## Child Health

Food for the Young Child, by Miriam E. Lowenberg. Ames, Iowa, Collegiate Press, Inc., 1934. 142 p. \$1.50.

Correct feeding of the preschool child. Menus and recipes which have been used successfully in the Nursery School at Iowa State College.

Physical Defects, the Pathway to Correction; a study of physical defects among school children in New York City, conducted by the Research Div. of the American Child Health Association, in cooperation with the Dept. of Health and the Dept. of Education; supervised by a special advisory committee; and financed by the Metropolitan Life Insurance Co., New York American Child Health Association, 1934. 171 p.

Points the way to more effective health programs in the schools.

SUSAN O. FUTTERER

# The Vocational Summary



**A** COMMUNITY retraining program for the unemployed, in which the public schools and business, professional, and civic groups are actively cooperating, has been in operation in Williamsport, Pa., for the past 4 years. Four steps are followed in dealing with the prospective trainee under the "unemployment rehabilitation" plan. First comes the diagnosis, in which an attempt is made to get information on training, experience, aptitudes, and personal characteristics of the individual, and to determine the field in which he may be trained to the best advantage. The preliminary "diagnosis" completed, the individual is placed in a retraining class or with an employer who agrees to teach him the occupation for which he desires training. Careful thought is given to the third step—placement of the trainee in suitable employment. Constant contact is maintained with plant supervisors, workmen, and State and Federal employment offices, who inform members of the school faculty of actual or possible openings in local industries or offices. In fact a long record of satisfactory placements has created a demand for graduates of the school's retraining courses. The fourth step in the unemployment rehabilitation program is follow-up on the job. Once the worker is placed in employment every effort is made by the school to help him get a good start. In most cases he is persuaded to continue his training in the school, and in some cases, with the assistance of a school instructor, he is given additional job training in the plant after working hours. Almost 2,000 trainees have enrolled in the school since the unemployment retraining program was inaugurated, about 30 percent of whom have been placed. "At the present time," George H. Parkes, director of vocational education in Williamsport, states, "the school can assure any employable person placement provided he remains in school long enough to permit his retraining to become effective."

## Cooperative home plan

Last spring the principal of a high school in Illinois discovered that several girls from the outlying community would not be able to attend the school because they could not afford to pay room and board

and did not have transportation facilities between school and home. The solution of this problem, the principal felt, was a students' cooperative home. She presented the problem to the board of education, which arranged to rent and furnish a house adjoining the school grounds. The home economics teacher of the school lives in the cooperative home, directs the activities of the house, and serves as chaperon or sponsor for the girls. Each girl furnishes her own sheets, pillowcases,

## What Have You?

**M**ANY activities being carried on in vocational departments throughout the country would be of general interest if information about them were available. A plan being followed in one school might very well fit into the program of other schools. But how shall information about such plans or projects or interesting and instructive happenings in the different schools be made available? It would seem that *SCHOOL LIFE* might serve as a medium of exchange of ideas. The February issue of *SCHOOL LIFE*, for example, carried the story of shop-testing apparatus constructed by shop students themselves, the story of a home-problem clinic plan used in an Illinois homemaking class, and the story of a safety program set up by a city trade-school coordinator. This issue carries accounts of similar interesting activities and projects. What's happening in your school or class that's interesting? Let's hear about it.

towels, and bedspread. The girls do all the work in the house except firing the furnace. The only expense to the students is for food. Those from farm homes may exchange farm products instead of money for their share of house upkeep. Seven girls, none of whom would have been able to attend school otherwise, are now housed in the students' cooperative home.

## Fire-fighting training

The diversity of subjects covered in courses for training instructors of fire-fighting classes in California is shown in a list of such subjects compiled by the vocational education division of that State. Instructor-training services have been rendered to 95 fire departments in 29 cities of the State. Included in the list are the subjects commonly covered, such as fire-fighting methods, maintenance and operation of equipment, ladder drills, and pumping. But the California instructor-training courses include also instruction in fire prevention, fire hydraulics, fire chemistry, ventilation principles, salvage methods, first aid and rescue work, fire science, public relations, dust explosions, fire investigations and reports, flammable liquids and other materials, character education, and conduct of training conferences. These teacher-training programs for fire fighting are conducted by the University of California, in Los Angeles and Berkeley, and through itinerant instructors.

## 5,000 Negroes enrolled

Between 4,500 and 5,000 Negroes were enrolled in emergency agricultural classes in South Carolina last year. Activities stressed in these classes, which were manned by approximately 150 teachers drawn from the unemployed, included: Remodeling poultry houses; building sanitary toilets; screening houses; repairing barns and other buildings; making home gardens; curing meat; and planning uses for land taken out of cotton production. Particular attention was directed to instruction in the services of the new Federal emergency agencies. The State vocational department was handicapped in the expansion of this emergency program through its inability to obtain additional competent agricultural teachers.

## In union, strength

One established policy of State vocational rehabilitation departments or bureaus is to cooperate in rehabilitation services with local welfare and other agencies. In this way the rehabilitation bureau is enabled to reduce its operating costs, to render a wider service, and at

the same time emphasize the responsibility of the community toward its handicapped group. In California the Workmen's Compensation Commission brings needy cases to the attention of the rehabilitation department, extends compensation benefits and grants lump compensations where rehabilitation is involved and even employs persons trained by the rehabilitation department. The crippled children's division of the State department of public health aids in physical restoration of children whose parents are unable to carry the expense. The bureau of tuberculosis of the State health department refers to the rehabilitation department arrested tubercular cases, and suggests possibilities for their rehabilitation. In San Francisco, the rehabilitation department is responsible for all rehabilitation of the blind recommended by the local agencies for the blind. Trade schools in a number of cities cooperate with the rehabilitation department. For instance, 50 persons recommended by the rehabilitation department in Los Angeles are now being trained in trade courses in the Frank Wiggins Trade School of that city. Such cooperation simplifies the program of rehabilitation and avoids duplication of effort.

### Inventor

That inventive genius may manifest itself in vocational school shops is evidenced by an actual instance reported by Mr. Fogg, machine-shop instructor in Clifford B. Connelley Trade School, Pittsburgh. Every effort has been made in the laboratory supervised by Mr. Fogg to get students to wear goggles when using grinders or similar devices. Impressed with the necessity of this precaution, one of the students—Otto Prycl—invented a goggle-holding device which is connected with the motor-control system driving the grinder in such a way as to cut off the circuit and prevent the operation of the grinder until the goggles have been removed from their holder. Once the student actually picks up the goggles he is much more likely to put them on rather than take the trouble of finding a place to set them. This device is proving helpful in preventing injuries which heretofore have resulted from failure to use the goggles.

### Buying pointers

Consumer education in its application to the selection and purchase of clothing

is emphasized in a vocational home economics department in Evanston, Wyo. Dresses loaned by one of the local stores and materials brought by class members from their homes are used to illustrate workmanship and good and poor qualities of material, and to study cloth and clothing labels. The meaning of various terms used in newspaper advertising such as "virgin wool blankets", "worsted", "acetates", "heavy weighted silks", and "pure dye flat crepes", is studied and analyzed. An attempt is made to determine the durability to be expected from certain qualities of materials. For example, it was discovered that weighted silk splits on lines of stitching and on folds, such as the fold of the hem, and that some families had garments of worsted fibers which although they were many years old showed no signs of wear. Personal clothing problems of class mem-



Prospective truck drivers receive individual instruction under the Williamsport retraining plan.

bers are used to illustrate the necessity for more accurate and detailed information on the part of the consumer. Poor workmanship as well as unsuitability of materials is found to account for many difficulties. On examination of a velvet dress worn by one girl, for example, it developed that the seams had split not because the material was poor but because the seams were too narrow. Poor workmanship! The girls like this course. It's practical.

### Instruction and recreation

Recreation, entertainment, and instruction are admirably combined in a part-time vocational agriculture class composed of young men between the ages of 16 and 25 in Radcliffe, Iowa. Enrollment in this class, started last year, is

drawn from the out-of-school farm youth who need instruction in agriculture and related subjects. At the first meeting of the class, those enrolled were asked to indicate two units of study for the 12 weeks' period. By vote of the group, hog production and farm arithmetic were selected. At each session of the class a mimeographed outline of the evening's study was distributed presenting problems, statistical data, and other material as a basis for discussion. Class periods lasted from 7:30 to 9:30 or 9:45 p. m., after which class members adjourned to the gymnasium for volley ball or basketball. Musical and other entertainment programs were staged by members on nights other than class nights. Thirty-eight enrolled for the course. The average attendance was 32. Twenty-eight attended 10 or more of the 12 meetings. "Such classes," the Radcliffe agricultural teacher, D. C. Bolles, declares, "offer the school the opportunity to broaden its service to the community supporting it, to build enrollment for the day classes, and to promote good will and a wider understanding of the school among the residents of the community."

### Panel discussions

The panel discussion method of conducting conferences or forums is described by W. A. Ross, specialist in subject matter, agricultural service, Office of Education, in a mimeographed circular recently issued for distribution. The circular lists the essential elements of a panel, describes the procedure followed in conducting it, and shows the particular fields to which it is applicable. A limited number of copies of this circular are available for distribution.

### Personnel changes

Effective December 16, 1934, J. A. Linke, formerly regional agent for agriculture, north central region, in the Office of Education, was appointed chief of the agricultural education service. James H. Pearson, formerly supervisor of vocational agriculture for Nebraska, and for the past 5 years special agent for part-time and evening education in the Office of Education, was appointed regional agent for the north central region, effective January 1.

CHARLES M. ARTHUR



# Education Bills Before Congress

UP TO February 11, not less than 70 bills relating to education in some form or other have been introduced in Congress and referred to appropriate committees. None of the bills has thus far been enacted into law. A considerable number of them provide for direct aid to States in the maintenance of elementary and secondary schools; some provide for Federal aid through loans by the R. F. C.; and 24 provide for appropriations to cooperate with local school districts in providing school buildings on condition that Indian children be admitted to the schools maintained by such local school districts. The bills have been classified and a digest of them follows:

## Federal aid to education— Grants

*H. R. 16*—Authorizes Federal Board for Vocational Education to cooperate with the several States, the Territories of Alaska, Hawaii, and Puerto Rico, and the District of Columbia in the care, treatment, education, vocational guidance and placement, and physical rehabilitation of crippled children. Authorizes an appropriation of \$2,000,000 for the fiscal year 1932, \$3,000,000 for 1933, \$4,000,000 for 1934, and \$5,000,000 for 1935. The Board is authorized to deduct from such appropriations not in excess of 5 percent thereof for administrative purposes. (Introduced Jan. 3, 1935, by Mr. Fulmer, of South Carolina, and referred to Committee on Education.)

*H. R. 121*—Authorizes an appropriation of \$1,000,000 for the fiscal year ending June 30, 1935, for the purpose of providing each State, Territory, and the District of Columbia with funds to enable them to provide kindergarten education for children, to be allotted by the United States Commissioner of Education on the basis of need. (Introduced Jan. 3, 1935, by Mr. Bloom, of New York, and referred to Committee on Education.)

*H. R. 2868*—Authorizes an appropriation of \$75,000,000 for the fiscal year ending June 30, 1936, to enable the States, Territories, and District of Columbia to furnish educational opportunities; funds to be allotted on the basis of need as determined by the ability of the States,

## ★ LEWIS A. KALBACH Summarizes Legislation Affecting Schools Introduced in the House of Representatives and in the Senate

Territories, and District of Columbia to maintain a term of normal length in the public schools of less than college grade. (Introduced Jan. 3, 1935, by Mr. Terry, of Arkansas, and referred to Committee on Education.)

*H. R. 3050*—Amends the National Vocational Rehabilitation Act so as to authorize an appropriation of \$2,040,000 for the fiscal year ending June 30, 1936, and for each fiscal year thereafter up to and including June 30, 1940, and thereafter such sums annually as the Congress may deem necessary, on condition that for each dollar of Federal money there shall be expended in the State at least an equal amount for the same purpose. (Introduced Jan. 3, 1935, by Mr. Fletcher, of Ohio, and referred to Committee on Education.)

*H. R. 4120*—Appropriates \$3,000,000 for the fiscal year 1936 and authorizes an appropriation of \$3,000,000 for each fiscal year thereafter for cooperation with the States in providing medical care and other services for crippled children of which sum not to exceed 5 percent shall be available to the Children's Bureau for administrative expenses. The remainder to be allotted to the States, \$20,000 to each State and the balance among the States on the basis of need. States must furnish equal amounts.

The bill also provides for annual appropriations of \$1,500,000 to cooperate with the States in extending and strengthening welfare services for the protection and care of homeless, dependent, and neglected children, and children in danger of becoming delinquent, of which sum not to exceed 5 percent shall be available to the Children's Bureau for administration and for investigations and reports. The remainder shall be allotted to the States, Territories, and the District of Columbia, which must furnish equal amounts. (Introduced Jan. 17, 1935, by Mr. Doughton, of North Carolina, and referred to Committee on Ways and Means. Similar bills, H. R.

4142, introduced by Mr. Lewis, of Maryland; H. R. 4539, introduced by Mr. Mead, of New York; and S. 1130, introduced by Mr. Wagner, of New York.)

*H. R. 4446*—Grants to State of South Dakota for institutional purposes the property known as Canton Asylum, including the land and buildings and such equipment as may be designated by the Secretary of the Interior, on condition that Indians residing in South Dakota will be accepted in State institutions on entire equality with persons of other races. (Introduced Jan. 22, 1935, by Mr. Hildebrandt, of South Dakota, and referred to Committee on Indian Affairs.)

*H. R. 4552*—Authorizes and directs that there be made available from funds appropriated for the F. E. R. A. for the fiscal years 1935 and 1936 such funds as will enable the States, Territories, and District of Columbia to maintain their regular school terms as maintained in 1931 and previous years. Authorizes a further appropriation of an amount equal to not less than \$10 per enumerated school child in the elementary and secondary schools to be allotted on the basis of need to maintain a school term of 9 months. Makes eligible for purchase or loans by R. F. C. all school warrants or other certificates of indebtedness for payments of teachers' salaries or salaries of other public school employees unpayable because necessary taxes or other revenues have not been collected. Such loans shall be made at face value at rates of interest not to exceed 1 percent per annum. (Introduced Jan. 23, 1935, by Mr. Johnson, of Oklahoma, and referred to Committee on Education.)

*H. R. 4677*—Authorizes an appropriation of \$100,000,000 for the year ending June 30, 1935, to aid the States, Territories, and District of Columbia to enable school districts of elementary and secondary grade to maintain a normal school term, the allotment of funds to be made on the basis of need. (Introduced Jan. 24,

1935, by Mr. Rogers, of Oklahoma, and referred to Committee on Education.)

*H. R. 4745*—Authorizes an appropriation of \$48,000,000 for the fiscal year ending June 30, 1935, to assist the States, Territories, and District of Columbia in the maintenance of schools of less than college grade on a basis as satisfactory as possible, the funds to be disbursed on the basis of need. (Introduced Jan. 25, 1935, by Mr. Deen, of Georgia, and referred to Committee on Education.)

*H. R. 5264*—Authorizes an appropriation of \$75,000,000 to be disbursed on the basis of need to the States, Territories, and District of Columbia by the Commissioner of Education in such manner as will assist in the maintenance of public schools of less than college grade. Provides that the act shall not be in effect with respect to any school year ending after June 30, 1936. (Introduced Feb. 4, 1935, by Mr. Kenney, of New Jersey, and referred to Committee on Education.)

*H. R. 5296*—Authorizes an appropriation of \$100,000,000 for the year ending June 30, 1935, to be allotted to the States, Territories, and District of Columbia on the basis of need as determined by the ability to maintain a term of normal length in the public schools of less than college grade. Authorizes an appropriation for each fiscal year beginning July 1, 1935, of an amount equal to not less than \$5 per school child of elementary and secondary grade in average daily attendance, based on previous year's attendance report, for allotment to the States, Territories, and District of Columbia. Authorizes R. F. C. to purchase or make loans on school warrants for salaries of teachers and other employees in public schools issued between January 1, 1932, and July 1, 1935. (Introduced Feb. 4, 1935, by Mr. Rogers, of Oklahoma, and referred to Committee on Education.)

*S. 1306*—Grants to South Dakota property known as Canton Asylum. (Introduced Jan. 21, 1935, by Mr. Bulow, of South Dakota, and referred to Committee on Public Lands and Surveys. Same as *H. R. 4446*.)

### Federal aid for specified local school districts—Grants

The following bills provide for Federal appropriations to local school districts for the erection, extension, or improvement of school buildings on condition that Indian children shall be admitted to the schools of the districts on the same terms, except as to payment of tuition, as white children. In all cases the bills were referred to the Committee on Indian Affairs.

*H. R. 1395*—\$50,000 to Round Valley Union high-school district, Covelo, Calif.

*H. R. 3999*—\$38,000 to Marysville school district no. 325, Snohomish County, Wash.

*H. R. 4297*—\$50,000 to White Swan school district no. 88, Yakima County, Wash.

*H. R. 5207*—\$20,000 to school district no. 9, Poplar, Mont.

*H. R. 5209*—\$40,000 to school district no. 55, Brockton, Mont.

*H. R. 5210*—\$158,000 to school district no. 17-H, Big Horn County, Mont.

*H. R. 5212*—\$25,000 for completion of high-school building at Frazer, Mont.

*H. R. 5213*—\$80,000 to school district no. 27, Big Horn, Mont.

*H. R. 5214*—\$50,000 to school district no. 45, Wolf Point, Mont.

*H. R. 5215*—\$60,000 to school district no. 9, Glacier County, Mont., and \$40,000 to other school districts in Glacier County.

*H. R. 5216*—\$15,000 to Harlem school district no. 12, Blaine County, Mont.

*S. 1521*—Same as *H. R. 5216*.

*S. 1522*—Same as *H. R. 5215*.

*S. 1523*—Same as *H. R. 5214*.

*S. 1524*—\$40,000 to school district no. 23, Polson, Mont.

*S. 1525*—\$100,000 to joint school district no. 28, Lake and Missoula Counties, Mont.

*S. 1526*—Same as *H. R. 5209*.

*S. 1527*—Same as *H. R. 5210*.

*S. 1528*—Same as *H. R. 5207*.

*S. 1529*—Same as *H. R. 5213*.

*S. 1533*—Same as *H. R. 3999*.

*S. 1534*—\$10,000 to school district no. 20, Jefferson County, Wash., for building at Queets, Wash.

*S. 1535*—Same as *H. R. 4297*.

*S. 1536*—Same as *H. R. 1395*.

*S. 1537*—\$125,000 to school board of Shannon County, S. Dak., for consolidated high-school building at Pine Ridge.

### Federal aid to education—Loans

*H. R. 150*—Authorizes R. F. C. to make loans to any public or private hospital organized under the laws of any State upon the same terms as are applicable in the case of loans to financial institutions. (Introduced Jan. 3, 1935, by Mr. Cochran, of Missouri, and referred to Committee on Banking and Currency.)

*H. R. 152*—Authorizes R. F. C. to make loans to any corporation, trust, foundation, congregation, organization, or association organized (not for profit) under the laws of any State or Territory and operated for religious purposes to aid in financing the operation and maintenance of institutions for religious instruction and worship. (Introduced Jan. 3, 1935, by Mr. Cochran, of Missouri, and referred to Committee on Banking and Currency.)

*S. 1433*—Same as *H. R. 152*. (Introduced Jan. 25, 1935, by Mr. Capper, of Kansas, and referred to Committee on Banking and Currency.)

*H. R. 2050*—Authorizes R. F. C. to make loans to public-school districts to aid in financing the operation and maintenance of public schools, including the payment of salaries of teachers, officers, and employees, through the purchase of warrants issued in anticipation of the collection of taxes or through purchase of securities. Loans may be made for a period not to exceed 10 years at such interest rates as the R. F. C. may approve. (Introduced Jan. 3, 1935, by Mr. Knutson, of Minnesota, and referred to Committee on Banking and Currency.)

*H. R. 2867*—Authorizes R. F. C. to set aside as a revolving fund, \$75,000,000 to be used as loans to school districts for the purpose of enabling such districts to reduce or refinance their outstanding indebtedness when said school districts because of drought, flood, fire, bank failure, depression, or other reasons are placed in an emergency where 30 percent or more of all their school revenues are taken for debt service and other fixed charges thereby making it impossible to operate a minimum of 6 months' elementary free school. No loans shall be granted unless the district is able to purchase or refinance 60 percent of its obligations at a price which will result in a substantial reduction of its outstanding indebtedness. (Introduced Jan. 3, 1935, by Mr. Terry, of Arkansas, and referred to Committee on Banking and Currency.)

*H. R. 3253*—Authorizes R. F. C. to make loans in an aggregate amount not exceeding \$250,000,000 to or for the benefit of tax-supported public-school districts for the purpose of reducing and refinancing outstanding indebtedness. (Introduced Jan. 8, 1935, by Mr. Terry, of Arkansas, and referred to Committee on Banking and Currency.)

*H. R. 4242*—Authorizes R. F. C. to make loans to colleges, universities, and institutions of higher learning with interest at not more than 3 percent per annum to aid in the financing of buildings, structures, and other self-liquidating projects. (Introduced Jan. 18, 1925, by Mr. Woodrum, of Virginia, and referred to Committee on Banking and Currency.)

*H. R. 4871*—Authorizes R. F. C. to make loans to educational institutions and hospitals, public or private, to aid in financing their operation, maintenance, extension, or improvement, loans to be made for a term of 5 years with a possible extension for an additional 5 years; loans to bear interest at not to exceed one-

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## Education in the Virgin Islands

[Continued from page 155]

were supplied in the winter of 1933-34 under the Civil Works Administration and the Public Works Administration for the construction of 8 new school buildings and for the major repair of 4 of the old buildings. The construction of all but two of these buildings has been completed and they are being used for school purposes.

Each year since the coming of the Civil Works Administration, financial assistance has been secured from colleges or private individuals for worthy students. Now Virgin Islanders are to be found in Spelman, Moorehouse, Tuskegee, Hampton, St. Augustine, and Swarthmore Colleges and Howard and New York Universities. Many of our students are listed on the honor rolls of these institutions.

Since 1927 the number of full time teachers in the junior high schools and the senior high school has increased 125 percent. The growth in enrollment in 1927 in the Charlotte Amalie High School of 85 students to 460 in 1934 is indicative of greater facilities and greater community interest.

Class standing of the students in northern colleges attests to the adequacy of the preparation provided in the local high school.

Better seating and improved classroom facilities are to be found in all the schools. The new buildings have made available needed space for the increased enrollment in the public schools. In 1927 the school enrollment was 3,086 and in 1934—3,485. A new type of posture desk has been supplied to the new schools, and the benches attached to high desks which were formerly found in all schools have been removed. Steel lockers for the storage of books and supplies, to protect them from roaches and the weather, have been added to the equipment.

An adequate number of selected textbooks are found in all schools. Native pests and hurricanes had so depleted the stock of textbooks prior to the coming of the civil administration that the need of books was one of its early problems. Federal grants made possible the purchase of the first books for replacement purposes; later the municipalities assumed the responsibility. Although textbooks published now in the United States are not written from island Negroes' point of view, the best have been selected, and adjustments and adaptations are made by the individual teacher.

The hot lunch has been provided to many children of rural and town schools. The children of the islands have suffered from malnutrition. The lack of food and ill-balanced meals have served for many

years to handicap the people. The low achievement and the willingness of the people to remain in serfdom after their emancipation as slaves can be traced to diet or the lack of it.

A program of providing a well-balanced meal, supplied in part by the children from their school gardens, prepared and served by them, has been aided by the Golden Rule Foundation, private individuals in the States, and by the Colonial Council of St. Croix.

Improvement in school achievement has been marked since the beginning of this program.

## Schools Report

THE Mississippi Education Association, Congress of Parents and Teachers, and State Department of Education have launched a program known as the Mississippi Program for the Improvement of Instruction. There are 451 study groups which meet every week or every 2 weeks in every county in the State.—The Mississippi Educational Advance, January 1935.

The Detroit Educational News, the official publication of the Detroit Teachers Association, of January 31, 1935, was a special budget number devoted to the services and costs of the schools of that city. The editor circulated 150,000 copies to the parents of the elementary school children; he also circulated mats of the front page to the high-school papers and to community papers in the city of Detroit, so that the content of the publication reached practically every home in the city.

Studies of educational conditions in about 60 counties of Texas are in progress through the cooperation of the State department of education. The financial assistance of the Texas State Teachers Association has made many of these studies possible. A complete study of Williamson County and a summary of the studies made in five other counties are presented in the Biennial Report of the State Board of Education for 1932-34. One of the conclusions reached in these six studies is that larger units of school administration should be organized. It appears that in some of the counties attendance areas would constitute desirable units and in others the entire county.

"A Summary of 34 Years of Service in the Office of Principal of the Trenton

(N. J.) High School" is the title of a circular prepared by Dr. William A. Wetzel. Among the topics included are evidences of school efficiency; care of the individual pupil; changes in the curriculum organization, in teaching technique, and in administration. Dr. Wetzel outlines what he would do if he were going to remain as the principal of the Trenton High School for the next 10 years.

Uniform Financial Accounting for Iowa School Districts is the title of a 62-page bulletin published by the department of education of that State. Among the contents are essential records and their use, unit costs, lists of equipment and supplies, and accounting forms.

W. S. DEFFENBAUGH

## Education Bills

[Continued from page 161]

fourth of 1 percent greater than the rate of interest on bonds of the United States issued last preceding the date of making the loan. (Introduced Jan. 28, 1935, by Mr. Pearson, of Tennessee, and referred to Committee on Banking and Currency.)

H. R. 4990—Authorizes R. F. C. to make loans to publicly and privately controlled colleges, universities, and other institutions of higher learning to provide emergency relief through the refinancing of accumulated financial obligations, the rate of interest not to exceed 3 percent per annum, and the entire loan to be retired within a period of not to exceed 50 years. (Introduced Jan. 29, 1935, by Mr. Guyer, of Kansas, and referred to Committee on Banking and Currency.)

## Higher education

S. 978—Authorizes and directs Secretary of War to convey to University of Oregon part of the Coos Head River and Harbor Reservation. (Introduced Jan. 14, 1935, by Mr. Steiwer, of Oregon, and referred to Committee on Military Affairs.)

H. R. 3005—Authorizes Secretary of Commerce to issue Federal research fellowships, no one of which shall exceed \$1,600 per annum, to college graduates for the purpose of conducting research work in suitable colleges and universities of the United States for the various departments of the Federal Government and/or for private industries in specified scientific subjects; allows \$400 per year per fellowship for equipment and supplies; sets aside in the Treasury not to exceed \$20,000,000 for the purposes stated.

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# To C. C. C. Educational Advisers



★ HAIL and farewell! After a little more than a year in service as educational director of the Civilian Conservation Corps I am resigning to become the associate director of the American Council on Education here in Washington, D. C. For a brief time,

until my successor is appointed, I shall continue on this job. This has been a wonderful year—a year in which we have labored to build up a new organization trying in new ways to give new ideas to men about their self-development.

And now to leave all this. I hope you believe me when I say that I am resigning with great regret. I feel that we are just now in a position to take a big step forward, and that great achievements are ahead for you in the C. C. C. education program. Many of you I have met in your camps or in district conferences. Some of you have become my friends. All of you have been my colleagues in this great educational venture, and I wish you unmeasured success.

During this year my very able assistant has been Dr. George F. Gant, who is also leaving to accept appointment in the Tennessee Valley Authority. He has kept all the records of your appointments, has analyzed and tabulated your monthly reports, and has obtained much of the material from Government agencies here in Washington that has come to you through your corps area advisers. He, too, is enthusiastic about what you have done and what you will do. He goes to the Tennessee Valley Authority only because the opportunities for the future, financial and otherwise, are greater than this office can provide. He has done a great job and our blessings go with him.

In January I told you of the ways in which we in this office began from scratch. You could tell me even more thrilling stories of your beginning in this great work. But that's all water over the dam.

The significant fact is that the C. C. C. educational program is a going concern. Glance at the figures from our latest monthly consolidated report (December 1934).

It looks as if the C. C. C. educational program will fare better under the budget that has been submitted for the period

## C. S. Marsh, Educational Director, Civilian Conservation Corps, Bids Farewell to Become Associate Director, American Council on Education; Gant Also Leaves

after April 1, 1935. Commissioner Studebaker and others who are concerned with the best interests of the Civilian Conservation Corps are determined to get for you better facilities and more of the supplies that you need to do your work acceptably. That takes time, but it will come inevitably.

One of the finest portents for the good of the C. C. C. education program is the enthusiastic interest which Commissioner Studebaker shows in it. Though he has been in his office only since the latter part of October, he has gained a remarkable comprehension of what you are doing. Already he sees this enterprise as one of the big projects in the plan for a better social order. You know of his success as a superintendent of schools, of the fame which his public forums in Des Moines have acquired, of his reputation as a believer in education as a life-long cradle-to-grave experience, of his intense belief in American democracy and the necessity of a body of citizens who can and do think intelligently upon public questions.

Commissioner Studebaker is particularly interested in your discussion groups that meet to consider matters that you find in the daily newspaper and in Uncle Sam's Diary. He would wish for every camp educational adviser the ability to vitalize those discussions so that men would not only enjoy them, but would form habits of thinking about public matters in a constructively critical way.

Recently on two occasions Commissioner Studebaker and Director Fechner have discussed the C. C. C. educational program with President Roosevelt. The President was keenly interested. He sees now as he saw clearly in March 1933 the great potential, moral, and spiritual values in the C. C. C.

Commissioner Studebaker came away from the White House after both conversations feeling that all who are active in the C. C. C. educational program are helping to carry forward one of the most important projects now at work in the interests of a better social order.

## ★ World Problems

FOREIGN Trade and the Worker's Job by Helen Hill, with a foreword by John W. Studebaker, United States Commissioner of Education, is the first of a series of Popular Pamphlets on World Problems to appear under the auspices of the World Peace Foundation. This series is designed primarily for citizens who desire nontechnical and yet reliable information regarding current world problems which affect the United States. Single copies are available at the World Peace Foundation, 8 West Fortieth Street, New York City, at 10 cents. There is a special price schedule for quantity lots.

## ★ Health Helps

IN addition to the organizations listed in our January issue of SCHOOL LIFE, the National Tuberculosis Association, 50 West Fiftieth Street, New York City, issues materials which are of help to teachers, especially in connection with health work in the schools.

Total number of camp advisers in service.....	1, 230
Total number of assistant leaders for education....	1, 468
Total number of part-time teachers.....	9, 445
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Total number of full and part-time teaching staff.....	12, 143
Total number of counseling interviews.....	145, 716
Total book circulation....	277, 277
Total number attending nearby schools.....	10, 527
Total number of courses or subject groups.....	21, 219
Total number of enrollees voluntarily and regularly participating in the C. C. C. educational program.....	138, 884

## The White House

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an entrance and cloakroom for large receptions. The west terrace is approximately 35 feet wide and 165 feet long, extending from the west side of the building. It contains the President's swimming pool and a few small offices for members of the household staff.

The Executive Office is a three-story structure about 140 feet long and 100 feet wide, at the west end of the west terrace. It was not part of the original design, but was added in 1902 to accommodate the office force of the President.

The design of the White House proper and the terraces is said to have been suggested by that of the Duke of Leinster's palace in Dublin. It is of the classic style of architecture and has been much admired by architects. Exterior walls of the building are of light-gray sandstone brought to Washington from quarries on Aquia Creek, Va. These walls were painted white in the course of reconstruction of the White House after the fire in 1815.

Following is a brief description of the more important rooms of the mansion.

### First floor

*Entrance lobby and main corridor.*—These rooms have limestone floors and are painted buff and white. Six classic columns mark the separation between the lobby and the corridor. Window hangings in the rooms are red. A red rug, 70 feet long, is on the corridor floor. On the east and west walls of the lobby are mirrors reaching from the floor to the ceiling. The President's seal, in yellow bronze, is inlaid in the stone in the center of the floor.

*The East Room.*—Walls of this room are covered with wood paneling, enameled. The ornamental ceiling is done in stucco. Set in the walls are 12 low relief panels by Piccirilli Brothers, sculptors, the subjects having been taken from Aesop's Fables. There are two mantels of colored marble, with mirrors over them, on both the east and west sides of the room. Illumination is supplied by 3 crystal chandeliers, and by 4 bronze standards bearing electric lights, which are placed at the 4 corners of the room. Window draperies are of heavy yellow silk damask. The floor is oak-parquetry work. A concert grand piano, completing the room furnishing, a gift from the makers, Steinway & Sons, is decorated in gold by Dewing.

*The Green Room.*—Wall covering and curtains in this room are of green silk damask. The white marble mantel, together with that in the Red Room, was originally in the State Dining Room,

having been purchased in England when the White House was reconstructed after the fire in 1814. The Aubusson rug on the oak floor bears the coat of arms of the United States.

*The Blue Room* is elliptical in shape and is considered to be rarely beautiful in its proportions. The wall covering above the white-enameled wainscoting is of heavy corded blue silk. Curtains are of the same material. The mantel is of white marble, and the floor is of oak. In this room the President receives foreign diplomats coming to present their credentials, and also the guests at State dinners and receptions.

*The Red Room* has a white-enameled wainscoting, wall covering and hangings of dark-red silk damask, and an oak floor. The white marble mantel is a duplicate of that in the Green Room, and the Aubusson rug is similar to that in the Green Room, except in color. In this room the President's wife receives guests by appointment.

*The State Dining Room* is used for all large dinners and luncheons, and can seat comfortably 100 guests. The walls from floor to ceiling are of paneled and carved oak, and the window curtains are of green velvet. The ceiling, in stucco, is elaborately decorated. The chimney piece is of stone, and the chandelier and wall branches are silver.

And, finally, the *Private Dining Room*. This room has a vaulted ceiling, white-enameled wainscoting, and walls paneled in plaster. The mantel is of marble, with a mirror over it copied from one belonging to the White House period. The butler's pantry is just west of the Private Dining Room, and opens also to the State Dining Room. It is connected with the kitchen on the ground floor by a dumbwaiter, and by a small staircase.

### Opera Nazionale Dopolavoro

[Continued from page 154]

7. Discounts for admission to the mountain shelters owned by the Alpine Society of the Tridentino.

8. Discounts in hotels.

9. Free and partially free insurance against accidents during and in connection with events.

The ambitious artistic education program includes entertainments through the theater, cinema, music, and radio. Prose drama is provided by the Philodramatic Society, a federation of provincial dramatic societies incorporated into Dopolavoro in 1926. Its most original and perhaps most important element is the Chariot of Thespis, a complete theater mounted on motor trucks which tours the Provinces and carries drama into the remotest districts. There are also de-

bating societies, authors' clubs, and dramatic clubs, and competitions are promoted with a view to discovering new talent. New plays to the number of 175 from 85 young authors were brought to light in 1932. Permanent reading committees pass on the works of new authors in each dramatic society unit and each provincial organization has a dramatic library of 44 volumes. Equal attention is paid to music, and a lyrical Chariot of Thespis is no less popular than the dramatic one.

In its own words, Dopolavoro aims with the cinema "to facilitate education by means of illustration, to demonstrate the newest scientific achievements, to popularize the latest technical and scientific novelties of social existence, with the view to promoting the individual and collective good, to instruct and uplift men, instilling in them an appreciation of the good, the beautiful, and the true."

The instruction section is busied mainly with practical education through libraries generously supplied in all the Provinces, courses of instruction for illiterates and semi-illiterates, reading rooms varying from very modest to elaborately equipped, courses of instruction and perfection for workers in their respective trades, and festivals and celebrations based on Italian folklore.

The social assistance section gives complete courses in hygiene; manages the baths of Viterbo, a thermal establishment that is modern and complete in every detail; has at its disposal the Alpine resort of Monte Bondone which can care for 30,000 persons at a time; exhibits model homes suitable for workmen or modest employees; encourages the use of kitchen gardens in urban areas; and insures members against accidents incurred in connection with Dopolavoro activities. An Ambulant Chair of Agriculture tours rural districts and disseminates knowledge on everything from silkworm culture to the raising of rabbits.

In conclusion, attention should be called to the value of Dopolavoro as an agency for propaganda, in which field it has unequalled facilities. This potentiality was recognized in the beginning by the Fascist government and full use has been made of it. In all parts of the Kingdom, mainland or islands, the working people are subjected to Dopolavoro influences by means of ambulant entertainments, films, radio, or printed matter. Its influence is perhaps more important than that of the military and semimilitary organizations in that it makes its appeal directly to the producing element of the population. An increasingly healthy and sports-loving people give tangible evidence of the fruitfulness of its policies.

## Education Bills

[Continued from page 162]

(Introduced Jan. 3, 1935, by Mr. Hoeppel, of California, and referred to Committee on Education.)

*H. R. 3477*—Confirms and approves incorporation of Trinity College of Washington, D. C., and amends articles of incorporation. (Introduced Jan. 9, 1935, by Mr. Randolph, of West Virginia, and referred to Committee on the District of Columbia.)

## Federal institutions

*H. R. 2858*—Provides for the establishment in the District of Columbia of a school for the training of policemen and policewomen and appropriates the sum of \$100,000 for the conducting of the school. (Introduced Jan. 3, 1935, by Mr. Romjue, of Missouri, and referred to Committee on the District of Columbia.)

*H. R. 3807*—Provides that any extension or expansion of the United States Military Academy shall be made and located on the Government property known as Camp McCoy, in Wisconsin, and prohibits any further expenditures for permanent improvements at the United States Military Academy at West Point, N. Y. (Introduced Jan. 11, 1935, by Mr. Withrow, of Wisconsin, and referred to Committee on Military Affairs.)

*H. R. 4543*—Provides for the establishment of the National Conservatory of Music and appropriates \$10,000 for use of the board of regents; authorizes the regents to accept donations and when \$2,000,000 or more shall have been donated for the purpose of maintaining the conservatory, Congress shall designate a plot of ground for a building. (Introduced Jan. 23, 1935, by Mr. Gavagan, of New York, and referred to Committee on Education.)

*H. R. 5359*—Provides for the establishment of the National Civil Academy to prepare students for administrative positions in the public service to be governed by a board of trustees of three members under the general supervision of the Secretary of Commerce; the trustees are to be appointed by the President for 3-year terms; admissions to the academy shall be fairly distributed among the States, Territories, and District of Columbia, and the total enrollment shall not be limited to less than 400 students; authorizes the appropriation from time to time of such amounts as may be necessary, but limits to \$200,000 the amount that may be expended for a site for academy buildings. (Introduced Feb. 5, 1935, by Mr. Ford, of California, and referred to Committee on Education.)

## Office of Education

*H. R. 4015*—Authorizes the establishment by the Office of Education of a filing and indexing service for useful Government publications and authorizes an annual appropriation for said service. (Introduced Jan. 16, 1935, by Mr. Secrest, of Ohio, and referred to Committee on the Library. Same as S. 1116.)

*H. Res. 1*—Requests the Commissioner of Education to make a study of the desirability of including in the curricula of the public schools vocational courses in aviation and related subjects, formulate a plan for such courses, make the results of such study and plans available for use of the schools and people throughout the United States. (Introduced Jan. 3, 1935, by Mr. Kenney, of New Jersey, and referred to Committee on Education.)

*S. 1116*—Authorizes establishment of a filing and indexing service for useful Government publications. (Introduced Jan. 16, 1935, by Mr. Shipstead, of Minnesota, and referred to Committee on the Library. Same as H. R. 4015.)

*H. R. 4688*—Authorizes the Office of Education to (1) make surveys of concession stand opportunities for blind persons in Federal and other buildings in the United States; (2) make surveys throughout the United States of industries with a view to obtaining information that will assist blind persons to obtain employment; (3) make available to the public, and especially to persons and organizations engaged in work for the blind, all information obtained as a result of such surveys; (4) issue licenses to blind persons, who are citizens of the United States and 21 years of age or over, for the operation of vending stands in Federal buildings for the vending of newspapers, periodicals, candies, tobacco products, and such other articles as may be approved for each building by the custodian thereof and by the Commissioner; and (5) take such other steps as may be necessary and proper to carry out the provisions of this act. Authorizes the appropriation of funds necessary. (Introduced Jan. 24, 1935, by Mr. Randolph, of West Virginia, and referred to Committee on Labor.)

## District of Columbia

*S. 400*—Provides that step-children as well as children of officers and men of the United States Army, Navy, and Marine Corps as well as those of other employees of the United States stationed outside the District of Columbia shall be admitted to the public schools of the District without payment of tuition. (Introduced Jan. 7, 1935, by Mr. King, of Utah; passed Sen-

ate, Jan. 10, 1935; referred to House Committee on District of Columbia, Jan. 11, 1935.)

*S. 924*—Provides for the election by popular vote of the members of the Board of Education of the District of Columbia. (Introduced Jan. 14, 1935, by Mr. Capper, of Kansas, and referred to Committee on the District of Columbia.)

*S. 1023 and S. 1660*—Permits a retired officer of the United States Army, acting as professor of military science and tactics at the public high schools of Washington to receive salary in addition to retired pay. (Introduced Jan. 15, 1935, and Feb. 6, 1935, by Mr. Pittman, of Nevada, and referred to Committee on the District of Columbia.)

## Miscellaneous

*S. 463*—Authorizes Secretary of Agriculture to permit occupancy and use of national-forest lands for purposes of residence, recreation, education, industry, and commerce for periods of not more than 30 years and for areas of not more than 80 acres. (Introduced Jan. 7, 1935, by Mr. McNary, of Oregon, and referred to Committee on Agriculture and Forestry.)

[Continued on page 167]

## ★ Electrifying Education

UNDER the able leadership of Dr. George F. Zook, former United States Commissioner of Education, the American Council on Education (744 Jackson Place, Washington, D. C.) is considering plans for the establishment of an American film institute to encourage the use of the full value of the motion picture in education. A preliminary conference of a select group of nationally known educators was held at the offices of the council on December 4 and 5, 1934. At that time the following proposed objectives were set up:

1. To develop a national appreciation of the potential contribution of the motion picture to the cultural life of America.

2. To collect and distribute significant information concerning motion pictures in education at home and abroad.

3. To stimulate the production and use of motion pictures for educational purposes.

4. To promote the cooperation of all agencies interested in the production and use of motion pictures in education.

5. To initiate and promote research pertaining to motion pictures and allied visual and auditory aids in education.

Following the conference, representatives of more than 50 national educational and civic agencies were interviewed regarding the desirability of establishing a national film institute and to secure their



suggestions as to the nature of the work that a film institute might undertake. The results of these interviews have been very encouraging, and a second conference was held February 28 and March 1 to consider additional data which had been collected and practical means to go forward with the plan for establishing the institute.

Part of a \$7,500 grant by the Carnegie Corporation, New York, for a survey of adult education in the Los Angeles area will be made available for research in radio education, with Prof. T. M. Adams, of Occidental College, Los Angeles, as the committee member in charge. Clarence Martin, in charge of publicity for adult education of the State department of education, will assist. The survey is to be completed in about 3 months.—From the Feb. 1 issue of Broadcasting.

Radio station WHAT of Philadelphia is conducting a 15-minute daily school of the air covering subjects in history, geography, civics, and musical appreciation. The Evening Ledger carries announcements and articles appropriately supplementing the broadcasts.

In cooperation with Casanova Institute, radio station WNEL of San Juan, P. R., is broadcasting a special course to teach English to Puerto Ricans.

The University of Nebraska is broadcasting modern language courses in German, French, and Spanish over radio station KFAB at Lincoln.

Splendid reports are being received on the work of the Rochester School of the Air which is being broadcast daily over radio station WHAM, Rochester, N. Y.

The University of Oklahoma broadcasts over station WNAD the following series of programs for school reception:

- (1) Analyses of junior college and high-school debate questions.
- (2) A course in English literature.

Radio station WMAS, Springfield, Mass., broadcasts a 15-minute weekly talk on "Your Schools and You" by school principals and local educational leaders.

CLINE M. KOON

## Indian Education



Bureau of Indian Affairs

Navajo community center

**SCHOLARSHIP LOANS.**—Congress has made available to the Indian Service a sum of money to be used as loans to outstanding Indian youths who desire education not available in Indian schools, particularly in secondary schools, trade and vocational schools, teacher-training institutions, colleges, universities, and professional schools. Approximately 200 students are in such institutions during the present school year.

In anticipation of increased appropriations for this purpose during the coming years, there has been set up in each of the one-hundred-and-odd Indian jurisdictions a special local committee known as the "Scholarship loan and employment committee." Two members of this committee are appointed by the superintendent of the jurisdiction, one, at least, from the educational staff, and the other, from another division, one who knows best the individual Indians. An Indian elected by the tribal council is the third member.

Recommendations from these local committees will be acted upon by the Washington office, students being distributed geographically and otherwise so that the maximum benefits will be received and the privilege be as widespread as possible. Preference will be given to Indians training specifically for the Indian Service.

**Navajo education.**—The first of the new Navajo community centers has been opened at Burnhams, in the old northern Navajo jurisdiction in New Mexico. The plant, built from a Public Works allotment, is one of 47 under construction in the Navajo Nation. This plant is a standard two-room school building, built entirely by Indian labor and under an Indian foreman. Built from stone quarried from a nearby ledge, with lumber cut on the reservation and manufactured in

an Indian sawmill, it is staffed by a community worker, 2 community teachers, and 2 Indian assistants. Its work will be much broader than that of the old type of school where children attended to learn "the three R's." Adults will participate in the activities of this community center side by side with the children.

The second school of this type, located at Biclabito, 20 miles west of Shiprock, N. Mex., is practically completed and will be opened before the close of February. From 10 to 15 others will open during March.

**Meeting.**—Superintendents, principals, and teaching staffs of 12 Indian boarding schools in Oklahoma, as well as other Indian Office representatives attended the 1-day convention which was held of the teachers in Oklahoma and Kansas in connection with the annual meeting of the Oklahoma Education Association, at Tulsa, February 7-9.

Presided over by Dr. George C. Wells, the Oklahoma State Supervisor of Indian Schools, the meeting was addressed by A. C. Monahan, Acting Director of Education of the Indian Service; Elinor D. Gregg, of the Indian Health Service; John Montgomery, of the Extension Service; Cleora Helbing, Supervisor of Home Economics; and James Arentson, supervisor of trade and vocational education.

**Macy's Indian department.**—An unusual collection of fine jewelry from the Santa Fe Indian School has been added to the display of Indian products on sale in the rug department of R. H. Macy & Co., New York. Arranged in the manner of an Indian trading post with rugs, pottery, baskets, and silverware, the exhibit attracted such wide attention that Macy's has made the Indian department a permanent institution.

## The Colleges

**COLLEGE REPORTS.**—It has long been known that colleges use various methods of reporting statistics of finances and students. When reports from different colleges are consolidated and compared, such individual methods often appear as inaccuracies. The chief difficulty with educational statistics has been that there was no "standard" method of reporting until recently when the National Committee on Standard Reports for Institutions of Higher Education was organized in 1930 to formulate principles and develop forms to be followed in the preparation of financial and statistical reports of universities and colleges. This Committee has now completed its work and dissolved. Its final report was published and distributed by the University of Chicago Press in February 1935.

The several Committee progress reports dealing with phases of financial reporting have been revised and enlarged for the final volume, which covers such topics as functions and unique characteristics of accounting systems for educational institutions; basic principles and terminology underlying institutional accounting and reporting; the annual reports of colleges and universities, e. g., the balance sheet, statements of income and expenditures, and statements of fund transactions; periodical reports for internal administration; and account classification.

The Committee has attempted to achieve general uniformity not only in the financial reports of educational institutions, but also in reports required of them by Federal, State, and other governments and by accrediting, statistical, and controlling bodies.

Favorable support of the Committee's work is evidenced by the wide adoption or adaptation of its principles and recommendations by some 200 colleges, by various denominational bodies controlling colleges, by the United States Office of Education, and by two State systems of public instruction which now require all their institutions of higher education to follow the forms and principles of reporting outlined by the Committee.

*The College Directory for 1935.*—College faculty members will be interested in the new college directory recently issued detailing the 1,662 colleges and universities throughout the United States. Names of

presidents and deans are reported together with other information including the accrediting and control of institutions. This publication may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 5 cents. Ask for Educational Directory, 1935, Bulletin 1935, no. 1, part III.

*The Ph. B. Degree.*—The bachelor of philosophy degree is gradually disappearing from the list of awards offered by colleges and universities. Brown University is among the most recent to discontinue granting the Ph. B. degree and will award instead the regular A. B. degree. The two programs are construed as offering equal and parallel opportunities for a liberal education and will be given identical recognition. Three institutions still offer the Ph. B. degree—University of Wisconsin, University of Vermont, and Muhlenburg College (Pennsylvania).

*Oregon System of Higher Education.*—Two years of completely centralized operation of the system of State supported higher education has produced practical results never attained under separate administration of institutions, and evidence points clearly to increasing effectiveness under conditions of more complete organization and more adequate financial support, according to the State board of higher education in its biennial report to the Governor.

*Allegheny College (Pennsylvania).*—Third- and fourth-year students in good standing, and freshmen and sophomores with "A" averages, may use their own judgment in the matter of class attendance according to recent faculty action. The new plan is the first experiment which the Methodist College has made with an unlimited cut system in its 120 years of academic history.

WALTER J. GREENLEAF

### Education Bills

[Continued from page 165]

*H. R. 88*—Authorizes the Secretary of the Treasury to transfer to the sea scout department of the Boy Scouts of America, for sea-scout training, vessels forfeited to the United States for violation of the customs laws, etc. (Introduced Jan 3, 1935,

by Mr. Mead, of New York, and referred to Committee on the Judiciary.)

*H. R. 129*—Provides for the creation of a Negro Industrial Commission of five members whose duties shall be to study the economic conditions of the Negro; to study labor problems in which the Negro is interested; to stimulate and encourage thrift and industry among the Negroes; to promote the general welfare of the Negro in industrial pursuits; to give aid and to encourage the general uplift of the Negro; etc. (Introduced Jan. 3, 1935, by Mr. Celler, of New York, and referred to Committee on the Judiciary.)

*H. J. Res. 3*—Declares it to be the sense of Congress that each teacher, officer, and employee of every public school or other public educational institution in the United States should be required to take an oath to support the Constitution of the United States and faithfully to discharge the duties of his or her office. (Introduced Jan. 3, 1935, by Mr. Kenney, of New Jersey, and referred to Committee on Education.)

*S. 1180*—Increases number of beneficiaries from States and Territories for admission to the collegiate department of the Columbia Institution for the Deaf from 125 to 145. (Introduced Jan. 18, 1935, by Mr. Walsh, of Massachusetts, and referred to Committee on Education and Labor.)

*H. R. 4675*—Same as S. 1180. (Introduced Jan. 24, 1935, by Mr. Palmisano, of Maryland, and referred to Committee on Education.)

*S. Res. 67*—Directs Secretary of Labor to (1) Furnish the Senate the number of young men and women between the ages of 18 and 30 who have emerged from educational institutions and are now without permanent employment; (2) inform the Senate as to the feasibility of creating a special division of the Department of Labor, or a special bureau in the Public Works Administration for the purpose of ascertaining administrative and professional employment available to such young people; (3) advise the Senate as to the feasibility of the Secretary of Labor, through such division or bureau, to receive applications from such unemployed young men or women and assigning them to available positions. Directs the Civil Service Commission to submit to the Senate the means that would be best adapted by legislation or otherwise to promote the classification of members of this group in the civil service. (Introduced Jan. 30, 1935, by Mr. Wagner, of New York; amended and passed by Senate Feb. 4, 1935.)

# New Government Aids For Teachers

*Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance [check or money order] at time of ordering.*

**RECREATIONAL Opportunities Available to Washington.** 57 p., illus. (National Park Service.) Free.

Swimming, boating, riding, golf, tennis, and numerous other recreational activities are available in the public parks of the National Capital. In addition to the parks in Washington, the National Park Service also has jurisdiction over a number of historical areas and monuments, such as the Statue of Liberty, Gettysburg, Antietam, and Kill Devil Hill National Monument. (See illustration.) Brief descriptions are given of those areas which fall within a radius of 200 miles of Washington. (Health education; History; Geography.)

**Congressional Directory.** Official Congressional Directory for the Use of the United States Congress, Seventy-fourth Congress, 1st session, beginning January 3, 1935. 737 p., illus. Cloth, \$1.

Valuable reference book for high-school and college libraries, containing biographical sketches of the Vice President, Senators and Representatives from each State, their terms of service, etc. A directory of the standing committees of the Senate and the House of Representatives, official duties of each of the Government departments, bureaus, and independent offices and commissions; foreign diplomatic and consular offices in the United States and in the foreign service of the United States. Contains much additional useful information. (Library science; Civics.)

**Address of the President of the United States** delivered before a joint session of the two Houses of Congress, January 4, 1935, (74th Cong. 1st sess., House Document No. 1.) Free. (Order from the White House.)

**Report to the President of the Committee on Economic Security.** 53 p. 10 cents.

Plan for employment assurance, unemployment insurance, old-age security, security for children, etc. Sketches the need for additional safeguards against "the major hazards and vicissitudes of life." Presents recommendations for making a beginning in the development of safeguards against these hazards. (Sociology; Civics.)

**Bibliography on Land Settlement with Particular Reference to Small Holdings and Subsistence Homesteads.** 492 p. (Department of Agriculture, Miscellaneous Publication No. 172.) 50 cents.

References to agricultural land settlement in United States and in foreign countries which are likely to be useful to those interested in the literature of subsistence homesteads, small holdings, and land settlement as relief for unemployment. (Library science; Social welfare.)



Signal Corps U. S. Army.

**Wright Memorial at Kitty Hawk, North Carolina.**

**Homestead Houses.** 72 p., illus., rotoprinted. (Federal Subsistence Homesteads Corporation.) Free.

A collection of plans and perspectives of houses designed by the Architectural Unit of the Construction Section of the Division of Subsistence Homesteads and by private architects associated with the Division, together with general information on subsistence gardening or part-time farming. (Manual training; Home economics; Civics.)

**Cotton Production and Distribution, Season of 1933-34.** 36 p. (Bureau of the Census, Bulletin 171.) 5 cents.

Mostly tabular material on the supply and distribution of cotton and lint in the United States, cotton production in the United States, consumption and stocks of cotton, imports and exports of cotton, world's production and consumption of cotton, and cottonseed and cottonseed products. (Economics; Geography.)

**Standards of Placement Agencies for Household Employees.** 68 p., charts. (Women's Bureau, Publication No. 112.) 20 cents.

**Message of the President Recommending Legislation on Economic Security.** 44 p. (74th Cong., 1st sess., House Document No. 81.) 10 cents.

## Periodicals

**Rural Rehabilitation.**—A new mimeographed periodical, to be published every 60 days by the Division of Rural Rehabilitation and Stranded Populations of the F. E. R. A. Volume I, No. 1, contains a photographic story of construction at Red House, one of the first rural-industrial communities, and reports late developments in rural rehabilitation from a national point of view.

It will be distributed free to those connected with the rural rehabilitation program, including State and county relief administrators and also county agents, home demonstration agents, and other representatives of the extension service and vocational agriculture.

**Concerning Workers' Education.**—A multi-graphed periodical issued by the Division of Emergency Educational Projects of the F. E. R. A. and will include current news items of workers' classes throughout the country; articles on resident schools here and abroad; announcements of new materials for teachers; and especially contributed articles by individuals taking an active part in some phase of workers' education.

Available free to State school officers, relief administrators, teachers, workers' education organizations, and librarians.

**Consumers' Guide.**—This periodical, issued by the Consumers' Counsel of the Agricultural Adjustment Administration in cooperation with the Bureau of Agricultural Economics, Bureau of Home Economics, and Bureau of Labor Statistics, now appears in printed form. (Free.) It aims to aid consumers in making wise and economical purchases by reporting changes in prices and costs of food and farm commodities. It relates these changes to developments in the agricultural and general programs of national recovery. It reports on cooperative efforts which are being made by individuals and groups of consumers to obtain the greatest possible value for their expenditures.

## Maps

The following maps are available at 40 cents each from the *Coast and Geodetic Survey*. Scale: 1:500,000 (8 miles to the inch). Size about 20 by 42 inches. In lots of 20 or more in one shipment to one address, 25 cents per copy.

**Sectional Airway Maps.**—Austin; Detroit-Toronto; Prescott; San Antonio; Seattle; Washington, D. C.

MARGARET F. RYAN.



*The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries.*

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# EDUCATIONAL DIRECTORY

1935

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Office of Education organization, principal State school officers, and addresses, county and other local superintendents of schools in each State.

**Part II.—City School Officers:**

Principal city school officers, and superintendents of Catholic parochial schools in archdioceses and dioceses.

**Part III.—Colleges and Universities Including all Institutions of Higher Education:**

Number of institutions of higher education in the United States, by State, and classification: Colleges and universities, professional schools, teachers colleges, normal schools, junior colleges, Negro colleges; control of higher education: State, district, city, private, denominational; types of institutions: For men, for women, coeducational; names of institutions, location, accrediting, control, student body, president's name, professional departments, names of deans or directors in charge and professional accrediting.

**Part IV.—Educational Associations and Directories:**

American associations (educational, civic, and learned), educational foundations, Jewish educational organizations, church educational boards, international educational association and foundations, National Congress of Parents and Teachers, executive officers of State library commissions, State library associations, and other educational directories.

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